

4-3-1996

CWU Faculty Senate Minutes - 04/03/1996

Marsha Brandt

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Presiding Officer: Hugh Spall
Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Arlt, Caples, Myers, Roberts, Rubin, Starbuck, and Thomas
Visitors: Mike Sells, Fritz Glover, Barbara Radke, Charles McGehee, Carolyn Wells, James Pappas, Dan Ramsdall, Greg Alarid, Tom Bonsor, Ken Finegold, Carolynne Myall, Bob Morgenstern, and Jeff Corkill

CHANGES TO AGENDA

None

APPROVAL OF MINUTES

***MOTION NO. 3063** Ken Gamon moved and Lisa Weyandt seconded a motion to approve the minutes of the February 21, 1996, Faculty Senate meeting as distributed. Motion passed.

***MOTION NO. 3064** Susan Donahoe moved and Ken Gamon seconded a motion to approve the minutes of the March 6, 1996, Faculty Senate meeting as distributed. Motion passed.

COMMUNICATIONS

- 3/7/96 letter from Beverly Heckart, History, Campus Climate Task Force Report recommendations; referred to Executive Committee.
- 3/13/96 memo from Thomas Moore, Provost/Vice President for Academic Affairs, regarding Library Policy; referred to Executive Committee.
- 3/18/96 letter from Bob Jacobs, Chair - General Education Committee, transmitting General Education Program policy proposal; referred to Executive Committee.

REPORTS

1. CHAIR

Chair Spall reported that:

-The General Education Program Policy Proposal has been referred to the Faculty Senate Curriculum Committee for a pass/no-pass recommendation. The policy proposal is scheduled for discussion by the Faculty Senate at its 4/24/96 meeting and it will be voted on by the Faculty Senate on 5/15/96.

-Susan Tirotta will be resigning from the Office of the Faculty Senate on April 30, and that Marsha Brandt will be taking her place on April 1.

-The next meeting for the Campus Master Plan will be on Monday, April 8, 1:30 p.m. - 4:30 p.m., in Barge 412. This meeting will focus on input from students and faculty.

-Representative Joyce Mulliken may attend the April 24 meeting of the Faculty Senate. She has expressed the desire to meet informally after the meeting with Senators. The back room of Giovanni's has been reserved for a 6:00 p.m. no-host dinner. Please RSVP the Senate Office regarding attendance and menu within the next two weeks. After then the dinner will be announced to the campus community. The room will hold 50.

-There is some question about what should be done in respect to the fines levied during the interim period while the withdrawn Library Policy was in effect. Dean Lewis had said that the Provost had decided that the fines imposed during the interim period will be referred to collection if not paid. Assistant Attorney General Kulik has verbally issued the opinion that the money cannot be deducted from paychecks without court process.

-Senator Susan Donahoe reminded the Senate that there will be a Center for the Preparation of School Personnel will present a Showcase Opening on April 4, 1996, at 3:30 p.m. by NCATE

.-Chair Spall has put together all the responses from the Faculty Morale Survey. They are listed in the agenda.

FACULTY MORALE REPORT

[1/31/96 Faculty Senate meeting, Old Business, Discussion on Faculty Morale: "Several Senators reported that they asked faculty in their departments to prepare a list of those issues they believe most strongly influence faculty morale. Chair Spall offered the Executive Committee's services in compiling these lists from all departments and summarizing them into a report. In response to recommendations from Senate members that the report be made available to the Board of Trustees and legislators, Chair Spall stated that such a report, if completed, would be made available to these persons."]

INTRODUCTION

On January 31, 1996, the Senate asked its members to survey their departments about the state of faculty morale. The Chair volunteered to collect the responses and report back to the Senate. This report represents the results of this effort.

The report organizes the results under various headings. I believe that the organization is logical but would not quarrel with a different organization. I believe that the fact that a faculty member chose to respond by listing a certain factor is of major significance and the manner in which I organized the responses is of minor significance.

I did not intend to imply that any one factor was more important than another by the order in which I listed them. The significance of any particular factor, in my opinion, lies in the fact that someone felt strongly enough about the factor to mention it and not in the order that I listed it in the report.

I did not attempt to compile the number of responses listing any one particular morale factor. The reports from the individual senators did not lend themselves to such quantification. The individual reporters did not report how many faculty persons in their department felt that any particular factor was important. Thus, I had no way of knowing whether 5 persons in one department felt that a given factor was important while only one person in another department felt that it was important. Given this limitation of the data, I concluded that an attempt to quantify the number of responses might be misleading.

The words used to describe the morale factors are not the exact words used by the respondents. For example, some reporters said that compensation had eroded over the years while others said that compensation had not kept pace with the cost of living. The report listed both types of responses under the general heading of stagnant salary and eroding benefits instead of listing each separately.

MORALE BOOSTERS

- have a job
- payroll checks are on time and accurate
- other places have it worse
- friendly, competent supportive colleagues
- good chairperson
- Ellensburg is a good community in which to live.
- honor and respect from community members outside of CWU
- new buildings and pleasant personal offices
- fax e-mail and internet support
- student quality is improving
- support by department chairpersons for faculty who enforce academic standards
- progress in building stronger programs
- progress in dealing with problems caused by enrollment increases
- progress in dealing with tenure expectations
- increased access to computers

Faculty Divisions

- lack of a sense of community
- lack of a clear vision of shared work and shared responsibility
- faculty divided into groups based on race, sex and religion
- women and minorities are reminded that they are outsiders
- special treatment for women, minorities and alternate sexual preferences
- adjuncts treated like cheap labor with no concerns about developing their teaching or research skills

Compensation

- stagnant salary and eroding benefits
- lack of an annual step increase for professional growth for faculty who meet professional growth standards
- salary compression-- hiring new faculty at higher salaries than existing faculty
- inequitable differences in salary within departments and between departments and schools
- inequitable distribution of research funds among schools and departments
- lack of professional privileges--i.e. restricted parking near offices, restricted dining etc.
- rewards not equal to workload
- lack of funds for faculty development
- no additional compensation for teaching larger than average class sizes
- lack of travel money, particularly for untenured faculty seeking tenure
- delays in payment for travel
- low priority for sabbaticals
- lack of early retirement option

Working Conditions

- recognition of good work lacking
- inadequate preparation of students
- class size too high
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- lack of staff
- reallocation of staff from faculty support to administrative support
- classrooms not state of the art
- lack of technical support for computer labs and faculty
- physical plant fees coupled with inability to go elsewhere for service when service is necessary
- reduction in the number of library holdings
- increasing use of substitutes for hard copy in library information sources
- limited library operating hours, particularly during the intersessions
- lack of administrative support for faculty research
- no compensation for the extra work involved in chairing graduate committees or supervising interns, student teachers and (except during summer) coop students
- lack of reassigned time for faculty who work beyond their teaching load
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- reward structure favors research over teaching
- lack of administrative support for research
- no support for faculty advising of students
- increased paperwork that does not contribute to our educational mission

Leadership Problems

- failure of administration to represent CWU adequately in Olympia
- failure to request funds for equity adjustments from the legislature
- lack of support by academic deans for faculty who enforce academic standards
- favoritism by administrators in resource allocation, course scheduling etc
- administrative perks--e.g. golden parachutes, administrators can attend conferences without presenting papers, office space, furnishings and equipment
- disdain for faculty by administrators
- administrators don't understand what faculty do
- inability or unwillingness of administrators to deal with faculty who do not properly perform their jobs

- micromanagement by administrators
- overmanagement

Governance Issues

- faculty feel they do not have a voice in matters that affect them
- shared governance is an illusion--faculty senate lacks the necessary resources and power to truly represent faculty and is ignored by the administration when it does not agree it
- curriculum decisions being made by non-academic deans
- curriculum decisions being made by an academic dean contrary to the vote of faculty in the affected departments
- attempted circumvention of the faculty code and the university curriculum policies and procedures by an academic dean, the provost and the president
- administrators deciding that existing policies and the Faculty Code are unclear and ambiguous when they pose a roadblock to administrative desires.
- administrative decisions regarding curriculum and faculty that are contrary to wishes of the department faculty and undermine the department's integrity
- lack of faculty involvement in the definition of enrollment criteria
- Board of Trustees not responsive to the campus community

Strategic Planning

- strategic planning is a pro-forma exercise instead of a serious process
- strategic planning requires too much work for the return received
- faculty are buried in minutia while academic concerns suffer from neglect
- strategic planning that builds artificial barriers between departments
- strategic planning that fosters competition between departments instead of cooperation and shared work between departments
- waste of resources attempting to assess the unassessable by monitoring superficial indicators of achievement
- overemphasis on efficiency

Miscellaneous

- legislative lethargy towards CWU in Olympia
- non-supportive legislators in Olympia
- negative media
- lack of a coherent vision of physical structure on campus

2. PRESIDENT

President Ivory Nelson:

- advised that the Hal Holmes Center has been reserved for the afternoon of April 8 for faculty/student interaction in the Master Plan. The event will be televised and phone services will also be available.
- reminded the Senate that the Strategic Planning Committee is meeting. The vice presidents, deans and provost will make their presentations first. All are encouraged to attend.
- announced that there will be three Budget Hearings. The dates have been circulated. There will be an open hearing for the 1996/97 Operating Budget, the 1997/99 Biennial Budget, and a Capital Budget Hearing to prepare priorities for capital projects. All are urged to attend and listen to the dialogue. In the planning process for the 1996/97 Operating Budget, the vice presidents have been given allocations of dollars that are available for their particular areas and they are to make decisions as to how those dollars are to be allocated. Faculty members are urged to participate in those activities.
- distributed and read "An Open Letter to the Ellensburg Community" dated April 3, 1996 under his signature which addressed the issue of the Puget Power transmission lines.
- the question was asked as to whether there was a building permit for the new science building.
 - President Nelson replied that there was no "building permit" but that bids will be opened around April 15, 1996.
- the question was asked as to whether the science building might be moved to another location.
 - President Nelson referred to point 3 of the Open Letter and reiterated that the building site would not

be moved.

(Continued discussion of the power poles is recorded under New Business.)

3. UNITED FACULTY OF EASTERN WASHINGTON UNIVERSITY PRESENTATION

(A video of this portion of the meeting may be borrowed from the Senate Office.)

Chair Spall turned this portion of the meeting over to Ken Gamon who coordinated the EWU Presentation.

The presenters were introduced: Tom Bonsor, UFE President, Ken Finegold, UFE Vice President, Carolynne Myall, UFE Executive Board, Bob Morgenstern, EWU Faculty Senate President and Jeff Corkill, Past EWU Senate President.

-Ken Finegold: Began by mentioning some comments President Nelson had made on collective bargaining during the summer of 1994, i.e. that collective bargaining is philosophically and practically in contradiction to shared governance, that it assumes and entrenches an adversarial relationship between faculty and administrators and that it moves the institution into a more expensive litigious environment. He stated that Eastern now has the experience to disprove these statements with the model they have chosen. Collective bargaining at Eastern has built up and strengthened shared governance; has replaced adversarial relationships with collaborative ones; and has provided an alternative to litigation. Their president and board of trustees were supportive in Eastern's tradition of shared governance and philosophy that faculty should decide how they are represented and agreed that the structure of a Union and a Senate would make it easier to run the university. This is a more effective system for dispute resolution with less court cases. Finally, there is the ability to respond rapidly to personnel issues.

-Carolynne Myall: Discussed the benefits of the contract process. All were trained in a problem-solving technique by identifying interests, similarities. The nature of collaborative bargaining required that the university share comprehensive financial information. Having interests and shared financial interests identified helped establish conditions for finding creative solutions. Now they have a less combative form of dispute resolution and have a grievance procedure which ends with arbitration. They have an interlocking system of plans (college, department, individual) voted on by the departments and accepted by the deans. Funding for portions of the contract comes from salary residuals and grant overheads.

-Tom Bonsor: (Remarks are related to his relationship between himself as president of the union and other union officers, the president and other members of the administration.) There have been many unsolicited positive remarks from the administration regarding their relationship. The union contract calls for monthly meetings between the two presidents to discuss problems. They have never met yet as there are no problems to share. The Union Executive Board decided that the agenda for the Labor/Management Committee is determined jointly by them and the provost. Matters of university concern are discussed by the president, vice presidents and union leadership over breakfast. April 7 was the first anniversary of the union contract.

-Ken Finegold: The Labor/Management Committee is the vehicle for resolving questions, interpretations and implementations of the Collective Bargaining Agreement. Protocols were established (in handout). The union and administration are equals; therefore, that quality is expressed by the fact that he (as UFE vice president) interfaces with the provost. Meeting sites alternate. Sick leave, promotion, buy backs, etc. are issues resolved by these meetings and a mutual resolution is attained. The contract is "open" and portions can be changed before the date of renegotiation and are approved by the Board of Trustees, the Union and the Senate. The union usually acts on workplace issues and the senate on curriculum issues. When these issues overlap (i.e., teaching, evaluations/workloads) joint task forces are used to determine proper use.

-Bob Morgenstern: Discussed faculty morale and interaction with the Senate. As president of the Senate, he avoids conflict of interest by not attending union meetings except to represent the Senate because he represents all faculty. He mentioned big changes in academic world over the past 30 years. The union is a new try in getting workable relationships. Now the union and senate co-exist to promote more communication/discussion. The senate as a debating arena was unable to make decisions on working situations. The union contract uses clear language and spells out working solutions. Many important decisions are made informally at breakfast meetings with the president, provost, senate president and union president. Eastern's Board of Trustees finally agreed to work with faculty and share the responsibility of running the university. It was a slow process, but they acquiesced. The old way may have seemed

easier, but this way works. Even opposors now agree. Professors are now able to get back to teaching.

- Questions: Gamon: How many changes were there in the contract the first year?
Finegold: No changes yet.
Nesselroad: Are the breakfast meetings really informal decision making?
Morgenstern: Yes!
Nesselroad: Is there the danger over time of folks who don't agree at breakfast?
Morgenstern: Sometimes.
Nesselroad: Can it be contractually protected?
Finegold: Institution arrangements are formal.
Bonsor: There is a loose cannon protection. The union president is the spokesman for the union. The executive board makes statements and takes positions on behalf of the union. The constitution and by-laws allow for the department council to be the policy-making body. Policy is formalized in a manual.
Kaminski: Is there a paid neutral or union advocate for strikes and lockouts?
Myall: No such position exists. Although Eastern has state and national affiliates, it is non-traditional in this regard. It is committed to being a "problem-solving" unit.
Mack: What is the source of funding for salary increases?
Myall: Residuals, turn-over funds. A certain percentage is from grants and some from productivity increases. The administration creatively finds funding.

4. **ACADEMIC AFFAIRS COMMITTEE**

No report

5. **BUDGET COMMITTEE**

No report

6. **CODE COMMITTEE**

No report

7. **CURRICULUM COMMITTEE**

No report

8. **PERSONNEL COMMITTEE**

No report

9. **PUBLIC AFFAIRS COMMITTEE**

No report

OLD BUSINESS

None

NEW BUSINESS

-Puget Power Poles:

Senator Jefferies: In the President's letter it mentioned that there were 5,000 documents to review in seven days.

President Nelson: They have been made available.

Senator Jefferies: There is not enough time.

President Nelson: Two persons are available to the community. The files are open.

Senator Jefferies: What is the President's perception of the Environmental Impact of the power poles.

President Nelson: My personal view is not what should be focused on. The decision-making process should solve the problem.

Senator Nethery: If there is danger, is that not important to the university?

President Nelson: They are the same lines. The danger, if any, was, is, will be. There is no difference.

Fritz Glover(Ellensburg community member): Expressed appreciation for the conciliatory action showing President Nelson cares - the community now has the opportunity to review. There has been a 10-year need for this change, page 28 of the Plan is well known. Now there is a second chance to rethink this.

We can take this opportunity. Are there viable options? Is there a better way? Is there an agenda for discussion? Can there be a committee to look at the options?

Senator Jefferies: There are 1,500 signatures on a petition which demonstrates that the administration is not caring.

Senator Nethery: Why are we locking on #3 in the letter?

President Nelson: There is \$58,000,000 - no more/no less. The bids are out.

Senator Nethery: We can relocate the science building. The positioning of the building should be reasonably prudent.

President Nelson: Cannot discuss technicalities at this meeting.

A senator brought up the two-year period of discussion, but stated that it was hard to envision the effect of these power poles. Relocating the science building would affect the students.

Senator Nesselroad: Puget Power can double the capacity of the power poles without consultation. Will the poles get bigger?

President Nelson: Puget Power owns the right-of-way. They have eternal heir rights, not CWU

Senator Nesselroad: If the poles cost \$1.5 million and \$5 million for the same route underground, would it cost less to go underground by a shorter route?

President Nelson: Other meetings will answer that question.

Senator Jurich: Can Puget Power do anything?

President Nelson: It's their right-of-way.

Senator Nethery: What are the physical limits? The John Wayne trail? 14th street? Any others?

President Nelson: The technical details are to be raised at another meeting.

Senator Uebelacker: The poles are ugly..poor planning. The science building has been a problem from the start. The site is a problem, the cooling system is massive, there are three 80-foot-tall towers. The landscape of the university is important. This building will be here a long time once completed. If these are the problems now, what more can we expect in the future? The building will be a showcase. If we need to wait, we should and not be ridged on point 3 of the Open Letter.

-Admissions & Standards: President Nelson distributed a handout giving information on CWU admissions (4 year-comparison).

Although it looks like CWU has a lower admissions index than other state schools, it does not in reality. Jim Pappas, Dean of Academic Services, stated that the article is misleading. He stated that CWU's standards are comparable or higher.

ADJOURNMENT

Meeting adjourned at 5:10 p.m.

*** NEXT REGULAR FACULTY SENATE MEETING: April 24, 1996***

FACULTY SENATE REGULAR MEETING

3:10 p.m., Wednesday, April 3, 1996

SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES: February 21, 1996 and March 6, 1996

IV. COMMUNICATIONS

-3/7/96 letter from Beverly Heckart, History, Campus Climate Task Force Report recommendations; referred to Executive Committee.

-3/13/96 memo from Thomas Moore, Provost/Vice President for Academic Affairs, re. Library Policy; referred to Executive Committee.

-3/18/96 letter from Bob Jacobs, Chair - General Education Committee, transmitting General Education Program policy proposal; referred to Executive Committee.

V. REPORTS

1. CHAIR

-Faculty Morale Report (attached)

2. PRESIDENT

3. UNITED FACULTY OF EASTERN WASHINGTON UNIVERSITY

Tom Bonsor, UFE President (Economics); Ken Finegold, UFE Vice President (Government); Carolynne Myall, UFE Executive Board; Bob Morgenstern, EWU Faculty Senate President (Criminal Justice); Jeff Corkill, Past EWU Senate President (Chemistry); Teresa Reis (Psychology)

4. ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair

5. BUDGET COMMITTEE - Barney Erickson, Chair

6. CODE COMMITTEE - Beverly Heckart, Chair

-FACULTY CODE HEARING: 3:00 p.m., April 20, 1996, SUB 204/205

7. CURRICULUM COMMITTEE - Clara Richardson, Chair

8. PERSONNEL COMMITTEE - Rex Wirth, Chair

9. PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair

VI. OLD BUSINESS

VII. NEW BUSINESS

-Puget Power Poles

-Admissions & Standards

VIII. ADJOURNMENT

***** NEXT REGULAR FACULTY SENATE MEETING: April 24, 1996**

[NOTE - The 4/24/96 Meeting will be held in SUB 206-207] ***

FACULTY MORALE REPORT

[1/31/96 Faculty Senate meeting, Old Business, Discussion on Faculty Morale: "Several Senators reported that they asked faculty in their departments to prepare a list of those issues they believe most strongly influence faculty morale. Chair Spall offered the Executive Committee's services in compiling these lists from all departments and summarizing them into a report. In response to recommendations from Senate members that the report be made available to the Board of Trustees and legislators, Chair Spall stated that such a report, if completed, would be made available to these persons."]

INTRODUCTION

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Strategic Planning

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- strategic planning requires too much work for the return received
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- strategic planning that fosters competition between departments instead of cooperation and shared work between departments
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- overemphasis on efficiency

Miscellaneous

- legislative lethargy towards CWU in Olympia
- non-supportive legislators in Olympia
- negative media
- lack of a coherent vision of physical structure on campus

<input type="checkbox"/> Walter ARLT	<input type="checkbox"/> Stephen JEFFERIES
<input checked="" type="checkbox"/> Karen BLAIR	<input type="checkbox"/> Dan RAMSDELL
<input checked="" type="checkbox"/> John BURKHARDT	
<input type="checkbox"/> Minerva CAPLES	<input type="checkbox"/> Carol BUTTERFIELD
<input checked="" type="checkbox"/> Bobby CUMMINGS	<input type="checkbox"/> Loretta GRAY
<input checked="" type="checkbox"/> Terry DeVIETTI	<input type="checkbox"/> Roger FOUTS
<input checked="" type="checkbox"/> Susan DONAHOE	<input type="checkbox"/> Dale OTTO
<input checked="" type="checkbox"/> Robert FORDAN	<input type="checkbox"/> Roger GARRETT
<input checked="" type="checkbox"/> Ken GAMON	<input type="checkbox"/> James HARPER
<input checked="" type="checkbox"/> Michael GLEASON	
<input checked="" type="checkbox"/> Gerald GUNN	<input type="checkbox"/> Wayne FAIRBURN
<input checked="" type="checkbox"/> Jim HAWKINS	<input type="checkbox"/> Mark ZETTERBERG
<input type="checkbox"/> Webster HOOD	<input checked="" type="checkbox"/> Peter BURKHOLDER
<input checked="" type="checkbox"/> Paulette JONVILLE	
<input checked="" type="checkbox"/> Katarin JURICH	
<input checked="" type="checkbox"/> Walter KAMINSKI	<input type="checkbox"/> Brue BARNES
<input checked="" type="checkbox"/> Michelle KIDWELL	<input type="checkbox"/> George TOWN
<input checked="" type="checkbox"/> Deborah MEDLAR	<input type="checkbox"/> Gary HEESACKER
<input checked="" type="checkbox"/> Luetta MONSON	<input type="checkbox"/> Cindy EMMANS
<input type="checkbox"/> Robert MYERS	<input type="checkbox"/> Patrick OWENS
<input checked="" type="checkbox"/> Ivory NELSON	<input type="checkbox"/> Thomas MOORE
<input checked="" type="checkbox"/> Sidney NESSELROAD	<input type="checkbox"/> Andrew SPENCER
<input checked="" type="checkbox"/> Vince NETHERY	<input type="checkbox"/> Robert GREGSON
<input checked="" type="checkbox"/> Steve OLSON	<input type="checkbox"/> Terry MARTIN
<input checked="" type="checkbox"/> Rob PERKINS	<input type="checkbox"/> Cathy BERTELSON
<input checked="" type="checkbox"/> Dieter ROMBOY	<input type="checkbox"/> Stella MORENO
<input type="checkbox"/> James ROBERTS	<input type="checkbox"/> C. Wayne JOHNSTON
<input checked="" type="checkbox"/> Sharon ROSELL	<input type="checkbox"/> Michael BRAUNSTEIN
<input checked="" type="checkbox"/> Eric ROTH	<input type="checkbox"/> Geoffrey BOERS
<input type="checkbox"/> Charles RUBIN	<input type="checkbox"/> James HINTHORNE
<input checked="" type="checkbox"/> James SAHLSTRAND	<input type="checkbox"/> Margaret SAHLSTRAND
<input checked="" type="checkbox"/> Richard Mack(P. SAUNDERS F'96)	<input type="checkbox"/> Wolfgang FRANZ
<input type="checkbox"/> Hugh SPALL	<input type="checkbox"/> Ed ESBECK
<input type="checkbox"/> Kristan STARBUCK	
<input type="checkbox"/> Carin THOMAS	<input type="checkbox"/> Martha KURTZ
<input checked="" type="checkbox"/> Morris UEBELACKER	<input type="checkbox"/> John ALWIN
<input checked="" type="checkbox"/> Lisa WEYANDT	<input type="checkbox"/> Stephanie STEIN
<input checked="" type="checkbox"/> Rex WIRTH	
<input type="checkbox"/> Marla WYATT	<input checked="" type="checkbox"/> Carolyn SCHACTLER
<input checked="" type="checkbox"/> Thomas YEH	

X

4/3/96

Date

VISITOR SIGN-IN SHEET

Mike Sells

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.



CENTRAL WASHINGTON UNIVERSITY

Office of the President

April 3, 1996

An Open Letter to the Ellensburg Community:

Recently local news media have reported that some citizens in the Ellensburg community believe Central Washington University has made its decision to relocate Puget Power transmission lines from one part of the campus to another without compliance with all applicable rules, regulations and necessary citizen input. We at Central are concerned that some citizens have also expressed doubt about whether CWU has investigated all viable cost-effective and environmentally sound options within the university's control for moving the Puget Power lines. Considering these lingering concerns, I propose the following:

1. Two CWU staff members (Richard Brown and Richard Corona or Michael Hardiman) will be available starting today to meet with two yet-to-be-identified members from the Ellensburg community, to examine all viable cost-effective options for CWU's relocation of the Puget Power lines. This group should report back to me by the end of the business day, Wednesday, April 10, 1996.
2. I will request that Puget Power agree to postpone stringing the transmission lines until after April 12, 1996.
3. The design, location, positioning, site work and scheduling activities for the construction of the new CWU science facility will remain on schedule and as already planned and approved.

The CWU board of trustees will hold a special public meeting on Friday, April 12, at 11 a.m. in Barge Hall 412 on this issue.

Very truly yours,

Ivory V. Nelson
President

Choices made all through high school

Admissions

CONTINUED FROM PAGE 1

So, who gets in and what's their secret?

Top-flight students are whisked through the door without hesitation. The Puget Sound committee oooed and ahhed for all of about 40 seconds before giving an Oregon student a big, fat, enthusiastic A — as in "Yes, yes, yes, please come to our school!"

A perfect 4-point GPA. A combined score of 1350 out of a possible 1600 on the Scholastic Assessment Test (SAT). Class rank: 1 out of 312. Course work including advanced placement English and calculus, physics, chemistry, beginning piano and keyboarding, constitutional law and psychology. Tsk. Tsk.

It's the bright average kids with a question mark — not the best, not the worst — who get the most scrutiny.

The admissions process differs from school to school.

"Privates" — like Puget Sound and Whitman — look beyond grades and test scores to essays and recommendation letters, leadership skills and artistic talent.

Mainly, that's because they aren't bound to a formula like the one used by the state's public universities.

In 1990, the state Higher Education Coordinating Board set minimum requirements — in the form of an index — for admission to each of the state's public four-year institutions. The index, a number from 1 to 100, is derived by combining high-school grades with admission-test scores, giving 75 percent weight to the GPA. Students must also take the required high-school courses.

The state allows 15 percent of a freshman class to be admitted with scores below a university's minimum index, a margin schools may use for students who are members of under-represented ethnic minorities, economically disadvantaged applicants, athletes, or students who have exceptional artistic talents.

The minimum index is 28 for the state's two research universities, the University of Washington and Washington State University. At the regional universities — Western, Eastern, Central and Evergreen — the minimum index is 13.

But being minimally qualified doesn't guarantee admission. In years of great demand, schools set their indexes for routine admission higher.

This year, the UW's "routine" admission index for in-state freshmen is 58 — the score you'd get if you had a 3.42 GPA and a combined SAT score of about 1,000.

Western Washington's index is 60 and

Dos and don'ts of college application

◆ *Here are some tips for students who want to have the best shot at the college of their choice.*

Don't panic and give up before you start. It is competitive getting in, but colleges look at more than outstanding numbers. Apply to schools that are a good academic and personal fit and aim to convince them you have something unique to offer.

Do take rigorous courses in high school starting in freshman year. Don't shy away from advanced placement, international baccalaureate and honors courses: a "B" in a challenging course can help you more than an "A" in a routine class.

Do not, repeat do not, slack off senior year.

Do develop your passions and create an identity by doing so.

Do learn as much as you can about colleges in this state. Visit campuses; take advantage of local interviews.

Do score well on the Scholastic Assessment Test. Taking it twice is a good idea.

Don't give up if you're struggling with difficult courses. Persistence is very important and will be noticed.

Do fill out the application correctly.

If you are asked to write an essay, do take time to make it thoughtful and original. Then have someone reliable proofread it for logic, grammar and spelling.

Do collect personal recommendations that reveal the real you and document any exceptional talents.

Tips provided by admission administrators at Puget Sound University, the University of Washington, Western Washington University and Whitman College.

Evergreen's is 44.

Eastern's routine admission index is 30. Washington State University admits everyone with a 28 or higher. Central's minimum index is now 18.

For the "routine-admit" students, the system "is really pretty transparent," says Tim Washburn, executive director of admissions and records at the UW. "If you meet the qualifications, you're in."

"You don't have to prove to us somehow that you have some unique characteristic or that your senior project was unusual. You don't have to produce a video, a play or a junior symphony."

It's expected that nearly 90 percent of those offered routine admission at the UW this year will have an Index of 58.

It's the prospects whose indexes fall in the next tier — from 43 to 57 — who are subject to a more complex and personalized review-committee process.

Since more full-time slots just opened

up for next academic year, the UW expects to be able to offer admission to a higher number of students through this freshman review process.

Those who get below 43 are routinely denied unless they are considered for reasons of athletic talent, diversity or economic and educational disadvantage.

When the index is between 43 and 57, two "readers" at the UW review each academic record, tallying up points (a total of 23 points is possible) for specific criteria, such as:

- Stringency of the high school's grading practices
- Average academic course load
- Quality of core courses
- Rigor of senior year
- GPA (recalculated to reflect only core courses)
- Grade trends
- Any exceptional artistic or scholastic accomplishments



CENTRAL WASHINGTON UNIVERSITY

Office of the President

IMPORTANT

MEMORANDUM

TO: Provost, Vice Presidents, Deans, Department Chairs,
Directors, Faculty, Staff, and Students

DATE: March 8, 1996

SUBJECT: 1996-97 State of Washington Supplemental Budget
for Central Washington University

I am pleased to report the following successes on the Supplemental Budget for 1996-97. We were granted enrollment increases with funding.

A. Higher Education Enrollments.

	FY 1996	FY 1997		
	CURRENT	BUDGETED	NEW	TOTAL
University of Washington	31,549	31,809	695	32,504
Main Campus/Evening Degree	30,428	30,505	567	31,072
Tacoma Branch	588	687	60	747
Bothell Branch	533	617	68	685
Washington State University	17,835	18,285	1,045	19,330
Main Campus	16,205	16,419	984	17,403
Spokane Branch	283	308	44	352
Tri-Cities Branch	624	707	17	724
Vancouver Branch	723	851	0	851
Central Washington University	6,903	6,997	259	7,256
Eastern Washington University	7,656	7,739	86	7,825
The Evergreen State College	3,278	3,298	108	3,406
Western Washington University	9,483	9,606	432	10,038
Total Comm/Tech Colleges	105,886	106,386	740	107,126
Community and Technical Colleges	105,386	105,886	740	106,626
Timber Enrollments	500	500	0	500
STATEWIDE TOTAL	182,590	184,120	3,365	187,485



Please note the following rider to the enrollment increases.

The additional amounts for enrollment increases for the baccalaureate institutions in fiscal year 1997 are intended to fund students in addition to those already actually enrolled or planned for enrollment in that year, and the amounts are not intended to fund students otherwise actually enrolled over the budgeted levels as displayed in chapter 18, Laws of 1995 - 2nd sp. sess.

The following rider to the supplemental appropriations bill has significant import to shorten time to degree, improve graduation rates, and reporting of average scheduled course contact hours by type of faculty.

The public baccalaureate institutions shall report each academic year to the higher education coordinating board, in a format agreed to by the board, average scheduled course contact hours by type of faculty. The faculties and administrations at the public higher education institutions of the state must take action and share with the legislature the responsibility in meeting the increased demands on higher education. The legislature finds that a focus on educational outcomes provides the most effective means of addressing those demands. Therefore, the institutions shall use a portion of the funds provided in sections 603 through 609 of this act for learning productivity improvements to implement the institutional recommendations to shorten the time to degree and improve graduation rates as submitted to the higher education coordinating board in accordance with RCW 28B.10.692. By February 28, 1997, the institutions shall provide the legislature with two-year goals for improvements in graduation rates and the time to degree or time to certification. To reduce the time it takes students to graduate, the institutions shall establish policies and reallocate resources as necessary to increase the number of undergraduate degrees granted per full-time equivalent instructional faculty.

B. CWU Funding Details

	Conference	
	GFS	Total
1995-97 Original Appropriations	67,738,000	121,108,000
1996 Supplemental Items:		
1. Enrollment Increase	1,049,000	1,584,000
2. Cooperative Library Project	1,293,000	1,293,000
3. Institutional Aid Fund Adjustment	-78,000	-78,000
4. Bond Payment Adjustment	-20,000	-20,000
5. Health Benefits Rate Adjustment	-96,000	-96,000
Total Supplemental Items	2,148,000	2,683,000
1995-97 Revised Appropriations	69,886,000	123,791,000

Comments:

1. **Enrollment Increase** - Funds are provided for an additional 259 FTE students in Fiscal Year 1997. (General fund-state and Higher Education operating fee)
2. **Cooperative Library Project** - Funding is provided to complete the nonrecurring costs of phase one of the integrated library project. This item includes one-time funds of \$200,000 for integrated library systems, \$595,600 for retrospective conversion, \$70,000 for computer/communication systems, and \$20,000 for interlibrary loan and document delivery. The remaining funds are provided for ongoing expenses.
3. **Institutional Aid Fund Adjustment** - The institutional financial aid fund was increased in the 1995-97 biennial budget in accordance with Chapter 9, laws of 1995. This item is technical correction to that funding. Funds are transferred from Central Washington University to Eastern Washington University.
4. **Bond Payment Adjustment** - This supplemental operating budget recommendation adjusts the funds required for higher education reimbursable bond principal and interest payments.
5. **Health Benefits Rate Adjustment** - The allocation for state and higher education employee health benefits is reduced to reflect the use of some of the surplus in the Public Employees and Retirees Insurance Account. By reducing the employee allocation, the benefits package offered to employees is not reduced; employee premium copayments are not increased.

C. Washington Higher Education Network (WHEN)

The K-20 Telecommunications System (Network) has been created and funded with \$54,300,000. This network will be governed as follows:

The K-20 Telecommunications Oversight and Policy Committee is convened by the Department of Information Services by April 15, 1996.

Committee Composition - Voting members include: The Governor; four legislators, one from each caucus; SPI; and the chairs of the HECB and ISB. Voting members may appoint designees and must reach consensus. Nonvoting members include: A community or technical college president, a public baccalaureate president, the state librarian, one ESD superintendent, one district superintendent, one representative of approved private schools, one representative of independent colleges, and one representative of the computer or telecommunications industry.

Committee's Purpose - To adopt goals and objectives for a K-20 telecommunications network, adopt a network design and implementation plan, and authorize the release of funds for network purposes.

Planning Process - The Information Services Board will recommend to the committee a phased technical plan for the network. Phase one will be the network backbone for the ESDs, the main campuses of the public baccalaureate institutions and the community and technical colleges, and the branch campuses of the UW and WSU. Phase two will connect school districts, public higher education off-campus centers, branch campuses of community colleges and technical colleges and independent nonprofit colleges to the network and will include classrooms and other distance education components. Subsequent phases may include public libraries, state and local governments, and the private sector.

The SPI and HECB will recommend to the committee proposed location plans for their respective systems. The proposed plans will include sites to be connected to the network, service delivery specifications, and community needs assessments. The plans will adhere to principles described in the legislation and to goals and objectives specified by the committee.

As a percentage of increase in the supplemental 1996-97 budget, CWU received the highest percentage increase.

D. Higher Education Coordinating Board (HECB)

Important issues funded affecting CWU at the HECB follows:

One hundred fifty thousand dollars of the general fund--state appropriation is provided solely for a study of higher education needs in North Snohomish/Island/Skagit counties. The board is directed to explore and recommend innovative approaches to providing educational programs. The board shall consider the use of technology and distance education as a means of meeting the higher education needs of the area. The study shall be completed and provided to the appropriate committees of the legislature by November 30, 1996.

The higher education coordinating board, in conjunction with the office of financial management and public institutions of higher education, shall study institutional student enrollment capacity at each four-year university or college. The higher education coordinating board shall report to the governor and the appropriate committees of the legislature the maximum student enrollment that could be accommodated with existing facilities and those under design or construction as of the 1995-97 biennium. The report shall use national standards as a basis for making comparisons, and the report shall include recommendations for increasing student access by maximizing the efficient use of facilities. The report shall also consider ways the state can encourage potential four-year college students to enroll in schools having excess capacity.

Seventy thousand dollars of the general fund--state appropriation is provided solely to develop a competency-based admissions system for higher education institutions.

One hundred forty thousand dollars of the general fund--state appropriation is provided solely for the design and development of recommendations for the creation of a college tuition prepayment program. A recommended program design and draft legislation shall be submitted to the office of financial management by September 30, 1996, for consideration in the 1997 legislative session. The development of the program shall be conducted in consultation with the state investment board, the state treasurer, the state actuary, the office of financial management, private financial institutions, and other qualified parties with experience in the areas of accounting, actuary, risk management, or investment management.

One hundred thousand dollars of the general fund--state appropriation is provided solely for the implementation of the assessment of prior learning experience program.

A handwritten signature in cursive script, reading "Ivory V. Nelson".

Ivory V. Nelson
President

IVN/jo



CENTRAL WASHINGTON UNIVERSITY

Department of History

March 7, 1996

Senate Executive Committee
Faculty Senate
Campus--7509

Att.: Ken Gamon

Dear Ken (and other members of the Executive Committee):

In preparation for your meeting with the Board of Trustees about the Campus Climate Report, may I urge you to treat gingerly the issues raised by the report and the items listed in the memorandum distributed to the Faculty Senate on March 6. At the Senate meeting I was chagrined to hear that the Executive Committee had listed the content of the Douglas Honors College curriculum as a matter of general concern to the university. For various reasons I humbly beg to disagree.

I do not know which women students or which faculty members raised this issue. What I do know is that testimony before the Campus Climate Task Force was to a great extent self-selected and did not always take into account issues transcending the gripes of individuals and small groups. Where the Douglas Honors College is concerned, the issue cannot be of general concern.

The College enrolls a very small number of students, and most of them take the Honors College classes as an overload. The faculty for the college is equally small; instructors prepare and teach the classes as well as mark the weekly papers as an overload. They receive no pay for this service; they participate in the program because they want to provide intellectual enrichment for the few students on this campus who desire it and have the time to pursue it. Are the students and faculty who raised this issue really participants in the program? How many graduates of the program really addressed this issue: one or two? Before criticizing the program, faculty, particularly, should volunteer to do the work involved in the program. They would then have a better claim to work for change from within the program rather than airing uninformed views before a Campus Climate Task Force.

There is, however, another, more important issue involved here: academic freedom. I suspect that faculty who raised this issue would be very opposed to a recommendation that reads as follows:

~~Senate Executive Committee~~
~~Page Two~~

A curricular issue was raised by non-sociology students and faculty concerning the principles and course offerings of the department of sociology. Non-sociology students particularly complained about having to think about social problems that contravene their ideological views and interfere with their pursuit of vocational education. While there has been national debate about the value of teaching students about societal problems, there has been little discussion on this campus. Given that the sociology department's curriculum focuses almost exclusively on sociological issues, the task force recommends that these issues be reexamined by the faculty.

Even if that formulation seems strained, it reflects the problems involved with raising the curriculum of the Honors College as a matter of general concern.

Recently, history departments all over the nation found themselves in the situation targeted by the Campus Climate Task Force and in the hypothetical sociologist's dilemma constructed above. Commissioned by the National Endowment for the Humanities, a large group of historians from all over the United States labored long and hard to produce a set of voluntary history standards, accompanied by examples, to be used in the nation's classrooms. Those standards reflected the consensus of the most informed and most recognized historians of the country and of the world. Non-historians, many self-seeking politicians and self-proclaimed ideologues, incorrectly attacked the standards as too "politically correct." In reality, the standards themselves were politically neutral; the examples, which were really the targets of the attacks, reflected certain new trends in historiography. Needless to say, the attackers sought to intervene politically in an arena that should remain politically neutral.

The point of this long explanation is to urge everyone to be careful about interfering in the curricula of other programs, for whatever reason. Academics have struggled long and hard to maintain freedom from religious, ideological and political pressures in their classrooms, and although disagreements about subject matter and interpretations regularly occur, the maintenance of academic freedom is, in the long term, preferable to dictation of academic offerings by outside forces.

Sincerely,

Beverly Heckart

cc. Barry Donahue, Director/Douglas Honors College
Robert Brown, Chair, Campus Climate Task Force



CENTRAL WASHINGTON UNIVERSITY

Office of the Provost / Vice President
for Academic Affairs

RECEIVED

MAR 18 1996

CHU FACULTY SENATE

MEMORANDUM

TO: Hugh Spall, Chair
Faculty Senate

FROM: Thomas D. Moore *tdm*
Provost/Vice President for Academic Affairs

DATE: March 13, 1996

I have seen Professor Beverly Heckart's letter concerning Library lending policies. I believe there is some misinformation, as well as some extravagant language.

Per our discussion at Deans' Council last week, the review and recommendations regarding this matter were made by and through the library advisory committee. The policies issues, as well as the changes, were then brought to me by Dean Lewis. Following discussion of the impact, if any, of the policies on faculty lending and scholarship and student learning and opportunity, the proposal was brought to the Deans' Council (much more than a deans' council, as you know) and after two weeks of discussion, was endorsed.

As to the substance of the issue, the library is supported by State funds in order to be the primary information resource to many, but mainly students and faculty. Many of us believe these new policies are fair, equitable, supportive of scholarship and learning and responsible and responsive to this learning community. The Library is not meant to substitute for individuals professional libraries. The basic principle of any Library is that materials should be accessible to all within a reasonable time.

I would be glad to talk about this matter further with colleagues to try and address the stated concerns. Our decision to remand to the Library sub-committee should help in our review of this matter.

c: Deans' Council
Professor Heckart

96-039.PRV

7C



CENTRAL WASHINGTON UNIVERSITY

Department of Political Science

RECEIVED

MAR 20 1996

CWU FACULTY SENATE

General Education Committee
March 18, 1996

Hugh Spall
Chair, Faculty Senate
Campus

Dear Hugh,

On March 8 the General Education Committee completed its proposal for restructuring the General Education Program. Our submission to the Senate is embodied in two drafts: the first comprises the curricular proposal and rules which are designed to replace the "General Education Program" section in the University Catalog. The second document, "Administration of the General Education Program" consists of a set of policies and notes on the curricular proposal. The Committee recommends that this report be adopted as an expression of Faculty policy towards general education.

Since the January 22-23 faculty meetings at which our December draft was discussed, we adopted many of the suggestions that were put forward. There have been a number of course changes in the breadth requirements, and the portion which deals with the natural sciences has been almost completely rewritten. Policies for writing across the curriculum have been simplified and are no longer mandatory for general education classes. The comparative civilizations class which the committee proposed turned out to have little appeal to the faculty and has been dropped. The enhanced administrative structure which we proposed for the General Education Committee was opposed by many faculty members and we have removed it from the proposal.

3

Hugh Spall - 2

The Committee has also studied the impact of the proposed program on enrollments. We believe that implementation of our plan will not unduly disturb departmental offerings, and that it is within the University's resources to offer this curriculum.

We are convinced that this plan is superior to the present general education program and that it offers a coherent foundation upon which the faculty can build in the future.

For the Committee,

A handwritten signature in black ink, appearing to read "Bob", written in a cursive style.

Robert Jacobs
Chair

cc: President Nelson
Provost Moore
Deans

A Proposed General Education Program

March 18, 1996

Mission, Rationale and Student Outcomes

The general education program offers our students a liberal education, an education intended to help them become liberated, or free, persons, able to make informed and enlightened choices. We assume that a free and liberally educated person has the following:

basic competence in reasoning and communication;

an awareness of the wide range and variety of human knowledge, scientific, humanistic, and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;

a sense of the interconnectedness of knowledge;

a critical awareness of the ways in which knowledge is discovered and created;

a sense of the ways in which knowledge must and does evolve;

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking, and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

Course Criteria

Each general education course is expected to help our students to an informed and critical appreciation of the best and most valued creations of the human spirit. Thus, each course is expected to engage the students in two different realms of knowledge:

The first realm can be called received knowledge, the accepted, standard, and conventional knowledge of the methods and matter of the field represented by that course.

The second realm can be called critical knowledge, which results from the critical examination of the field's received knowledge. This critical examination is from two main perspectives:

- (i) the criticism of the field's received knowledge as viewed against the nature of knowledge and truth in general;

- (ii) the criticism of the field's received methods and matter as viewed against the current human experience.

Each course is expected to address the following questions concerning received and critical knowledge:

1. What are the received methods and matter of the field?

How do practitioners in this field do their work? What skills and methods of reasoning define proficiency in this field? What skills and methods of communication are esteemed? What are the received informing principles of the field? What are some of the field's key findings? What are some of the field's key works? Who are some of the field's esteemed figures?

2. What is the critical knowledge of the field?

How was, and is, the received knowledge defined and validated? How can the received knowledge be, or how is it being, challenged? How can this field illuminate, and be illuminated by, the current human experience, particularly in matters of diversity and multiculturalism?

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
3. Student achievement in general education classes will be examined regularly by means of examinations.

BASIC SKILLS REQUIREMENT. All students must satisfy the following requirements in basic academic and intellectual skills:

- (a) English 101 (3) and ENG 102 (3). Students must also take and pass the Intermediate Writing Assessment examination. Students who do not pass this examination must retake ENG 102 until they are able to do so;
- (b) MATH 102 (3) or qualification in an appropriate examination;
- (c) either MATH 130.1, MATH 172.1, PHIL 201 (amended version), or CS 105

(Logical Basis of Computing);

- (d) one year of college or university study of a single foreign language or two years of high school study of a single foreign language;
- (e) students must either pass an examination in the fundamentals of computing prior to taking more than 60 credits at Central Washington University or take and pass one of the following classes:

ADMG 202	Microcomputer Applications (3)
BSED 316	Education Technology (3)
CS 101	Computer Basics (4)
ED 316	Educational Technology (3)

BREADTH REQUIREMENT. Students must take a minimum of 14 credits from each of the three broad areas of the general education program.

I. THE NATURAL SCIENCES. The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Students must take at least one course from each of the three groups, but may take more than one class from a single department.

Fundamental Materials of the Natural World. An introduction to the study of those sciences whose subject matter is the fundamental objects and forces of the physical world.

BISC 104	Fundamentals of Biology (5)
CHEM 111/111.1	Introduction to Chemistry and Lab (5)
CHEM 181/181.1	General Chemistry and Lab (5)
GEOL 145/145.1	Physical Geology and Lab (5)
PHYS 111	Introductory Physics (5)
PHYS 211	General Physics (5)

Patterns and Connections in the Natural World. An introduction to the study of those sciences that use a knowledge of fundamental materials in order to examine large and complex combinations of those materials.

ANTH 110/110.1	Introduction to Biological Anthropology and Lab (5)
BISC 385	Introduction to Evolution (5)
BOT 211	Plants in the Modern World (5)

ENST 301	Earth as an Ecosystem (5)
GEOG 107	Introduction to Physical Geography (5)
GEOL 150/145.1	Geology of National Parks and Lab (5)
GEOL 170	Volcanoes Earthquakes, and Climate Change (5)
PHYS 101	Astronomy (5)
ZOOL 270	Human Physiology (5)

Applications of Natural Science. An introduction to the study of the use of natural science toward human purposes.

BISC 302	Human Ecology (5)
CHEM 101	Contemporary Chemistry (5)
ENST 302	Resources and Man (5)
FCSN 245	Basic Nutrition (5)
PHYS 103	Sound, Musical Sound and Musical Instruments (3)

II. SOCIAL AND BEHAVIORAL SCIENCES. Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States. An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

ECON 101	Economic Issues (5)
ECON 356	Government and Business (5)
ETS 101	Ethnic Awareness (4)
HIST 144	U.S. History Since 1865 (5)
POSC 210	American Politics (5)
SOC 101	Social Problems (5)
SOC 205	American Society (5)
WS 201	Introduction to Women Studies (3)

Perspectives on World Cultures. An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues

intended to provide a broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH 130	Introduction to Cultural Anthropology (5)
AST 102	Introduction to Asian Studies (3)
ECON 102	World Economic Issues (5)
GEOG 101	Man's Changing Earth (5)
HIST 102	World Civilization: 1500-1815 (5)
HIST 103	World Civilization Since 1815 (5)
LAS 102	Introduction to Latin American Studies (5)
POSC 370	International Politics (5)

Foundations of Human Adaptations and Behavior. An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environments intended to help students make informed judgments concerning broad environmental issues.

ANTH 107	General Anthropology (5)
ANTH 120	Introduction to Archaeology (5)
ENST 303	Environmental Management (5)
GEOG 308	Cultural Geography (5)
POSC 101	Introduction to Politics (5)
PSY 101	General Psychology (5)
PSY 205	Psychology of Adjustment (5)
SOC 107	Principles of Sociology (5)

III. ARTS AND HUMANITIES. Students must take at least one course from each of the three clusters. No more than one class from a single department may be counted toward this requirement.

Literature and the humanities:

ENG 105	The Literary Imagination: An Introduction to Literature (4)
ENG 328	World Literature I (4)
ENG 329	World Literature II (4)
HUM 101	Introduction to the Humanities (5)
HUM 102	Introduction to the Humanities (5)
HUM 103	Introduction to the Humanities (5)

The aesthetic experience:

ART 101 (5)	Introduction to Art (5)
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ART 357 (3)	African and Oceanic Art (3)
ART 456 (4)	History of Eastern Art (4)
MUS 101 (5)	History of Jazz (5)
MUS 102 (5)	Introduction to Music (5)
PE 161 (3)	Cultural History of Dance (3)
TH 101 (3)	Appreciation of Theatre (3)
TH 107 (4)	Introduction to Theatre (4)
TH 382 (4)	Ethnic Drama (4)

Philosophies and cultures of the world:

Foreign Languages 251, 252, or 253	Second year foreign language (5)
PHIL 101	Introduction to Philosophy (5)
PHIL 302	Ethics (5)
PHIL 310	Philosophies of India (5)
PHIL 352	Western Philosophy I (5)
PHIL 353	Western Philosophy II (5)
PHIL 354	Western Philosophy III (5)
RELS 101	Introduction to Religion (5)
RELS 201	Sacred Books of the World (5)

Administration of the General Education Program

March 18, 1996

Committee Structure

We believe that the General Education Committee should be restructured to provide for greater continuity. To have one third of the committee turn over every academic year as at present means starting anew every year. We propose a faculty committee of eight, whose members will serve four-year terms.

Assessment of the General Education Program

1. Syllabi, outlines, and learning objectives will be collected for each general education course.
2. Students will be surveyed as to how well they think the course addressed the mission of general education.
3. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
4. Student achievement in general education classes will be examined regularly by means of examinations.
5. The General Education Committee will judge the extent to which general education criteria are being satisfied and will make appropriate recommendations to the Faculty Senate.

Writing and Speaking Across the Curriculum

The faculty affirms the importance of writing and speaking as essential skills and significant forms of learning. Thus guided practice in writing and speaking should be integrated into instruction across all disciplines. Competence in literacy is supported in the following ways:

1. The English department will offer two required writing courses, ENG 101 and 102, which provide guidance and practice in the kinds of writing required in academic settings. Students who fail the Intermediate Writing Assessment will be required to retake ENG 102.

2. Departments will be encouraged to include guided writing and/or speaking assignments in their general education classes. Classes which provide significant written and/or oral response to the assignments will be held to a maximum class size of 25. The staff of the English department's Computer Writing Center will provide assistance to faculty who wish to review and revise the syllabi of their general education classes for the clarity, appropriateness and evaluative measures included as part of writing assignments.
3. Students who require assistance with writing assignments encountered in their general education courses will be provided tutorial support by the academic skills center.
4. The Office of Institutional Research and Assessment will administer departmentally approved intermediate assessments of writing to insure that students entering major programs can read and write at a level which will promote successful learning. The results of these assessments should be reported to the General Education Committee as well as to departments.
5. Students who, based on their performance on the intermediate writing assessment or on the recommendation of a professor, require assistance with writing assignments encountered in the context of their major programs will be provided tutorial support and will repeat ENG 102.
6. Recognizing that the modes of inquiry and expression which characterize the writing of an area of study are an integral part of disciplinary knowledge, we recommend that the faculty of all major programs designate, as part of their end-of-major assessment, an upper division writing requirement as a means for monitoring writing competence in the major program. The requirement could be a discipline-specific writing course, a senior thesis, a series of course-embedded writing assignments, a portfolio, a professional project, or a capstone seminar in which writing is a key component.
7. Workshops on effectively integrating and evaluating writing and speaking assignments will be offered regularly by the English Department's Computer Writing Center staff.

Advising

The committee believes that student advising services must be closely integrated with the general education program. At present, coordination of the academic advising program is under the jurisdiction of the Dean of Academic Services. We recommend that the Associate Director of Admissions and Advising sit *ex officio* as a non-voting member with the General Education Committee in order to coordinate advising services with the content of the general education program.

At present hundreds of waivers of general education requirements per quarter are signed in the office of the Dean of Admissions and Records. Policies for issuing these waivers should come

office of the Dean of Admissions and Records. Policies for issuing these waivers should come from the General Education Committee.

New Classes

Two new classes appear in the basic requirements section of our proposal:

Math 102. Mathematical Topics (3). Overview of numeration systems, modeling with algebra, role of geometry, financial matters, probability and statistics, and other selected topics.

The committee felt very strongly that all students should be required to have some knowledge of college level mathematics. The mathematics department has devised this class to meet that requirement. Under our proposal students who are able to pass a suitable examination will not be required to take this course.

CS 105. The Logic of Computing (3). Problem solving; algorithm development; complexity; computability. Representation of algorithms as computer programs: data; decision and control; inherent sources of error.

This class is added to strengthen the formal reasoning component of the basic requirements.

Revised Classes

Several existing classes have been or are being revised by departments to assure their suitability for the general education program:

PHIL 201. Introduction to Logic (5). This class will offer greater emphasis on formal syllogistic and symbolic logic. The general critical thinking aspects of the existing PHIL 201 are being moved to a new class, PHIL 202.

HUM 101, 102, 103 Introduction to Humanities. Class descriptions are being rewritten to reflect the actual content of these courses.

Other departments are considering reducing three and four-hundred level classes which are part of the general education proposal to the one or two hundred level. Art, Geography, Philosophy, Economics, Theatre Arts, and Political Science have either put these changes in train or are actively considering them.

The Computer Proficiency Requirement

The committee is of opinion that students should have to demonstrate some skill at operating

computers. Such skills may be acquired in many ways. Students will be asked to pass a simple computer literacy examination or to offer one of the following classes:

ADMG 202	Microcomputer Applications (3)
BSED 316	Education Technology (3)
CS 101	Computer Basics (4)
ED 316	Educational Technology (3)

The examination is described in Appendix A.

Staffing Impacts of the Proposed General Education Program

A major concern for the University as well as for individual departments is the impact of this proposal on staffing and course offerings. Once the proposal had clearly taken shape, the Committee undertook a study in an attempt to determine the probable effects of replacing the existing program with this proposal. A summary of the results of this study is presented below. Those interested in more information are encouraged to contact the Committee.

Many courses in the existing general education program have not been included in this proposal. These include 54 Physical Education activities courses and 62 other academic courses. Thirteen courses would be added to the program under this proposal, although only two of these are newly created courses.

It is impossible to account for every effect which could ensue from the implementation of this proposal. However, the Committee feels that only very minor reallocations of resources will be required and that most of these will be within departments. That is, departments may have to adjust staffing from one course to another, but (with one exception) departments will not lose faculty.

In order to ascertain the impact of this proposal, the Committee began by studying the current program. It was necessary to develop an approximation of the number of students taking courses in each of the present sections of the program to determine if enough sections of classes would be present in the new program to meet student demand. From this information it was determined that approximately 1000 students would need to be accommodated in each of the nine subsections of the Breadth portion of the proposal and that a like number would be needed in each of the English composition courses, Math 102, and the Reasoning component of the Basic portion.

The expected impact in each of the sections of the general education program is given below, followed by a brief discussion of the impact on individual departments.

Basic Skills

ENG 101. The current demand will continue.

ENG 102. There will be an increase in the number of sections offered in line with the number of students who fail the writing proficiency exam.

MATH 102. A new course which will require staffing. Part of this will be offset by the staff released from the reasoning requirement reduction in MATH 130.

CS 105. A new course which will require staffing.

MATH 130. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

PHIL 201. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

FOREIGN LANGUAGE. The current demand will continue.

The Natural Sciences

Fundamental Materials of the Natural World. There will be approximately 400 excess student slots available in the courses in this section. If four fewer sections of BISC 104 are offered and two fewer sections of GEOL 145 are offered, this surplus will be eliminated.

Patterns and Connections in the Natural World. The courses in this section are sufficient to meet the current demand. The added course GEOL 170 may require two additional sections.

Applications of Natural Science. Approximately 500 more students need to be accommodated in this section. If four sections of BISC 104 are eliminated from "Fundamental Materials" and replaced by four sections of BISC 302, and if one or two new courses are offered, this section will meet the current demand.

Social and Behavioral Sciences

Perspective on the Cultures and Experiences of the United States. The courses in this section are sufficient to meet the current demand.

Perspectives on World Cultures. The courses in this section are sufficient to meet the current demand.

Foundations of Human Adaptations and Behavior. The courses in this section are sufficient to meet the current demand.

Arts and Humanities

Literature and the Humanities. The courses in this section are sufficient to meet the current demand.

The Aesthetic Experience. The courses in this section are sufficient to meet the current demand.

Philosophies and Cultures of the World. The courses in this section will probably need to be enhanced by places for 100 to 200 new students. A small portion of this will probably be made available by expanded enrollments in existing 2xx Foreign Language sections. The remainder will need to come from expanded offerings by Philosophy.

Departmental Impact

As stated above, most departments should experience little or no alteration in their current staffing requirements. Those departments which may be called upon to make more substantial adjustments are listed below with a brief explanation of the required changes.

BIOLOGY. The Fundamental Materials of the Natural World section of the Natural Sciences will likely provide more places for students than will be necessary. BISC 104 is the highest enrollment course in this section. Therefore, Biology could reduce its offering of BISC 104 by four sections. Biology could then use this staffing to add four sections of BISC 302 in the Applications of Natural Science section of the Natural Sciences, as this section requires additional places for students.

COMPUTER SCIENCE. Nine sections of the new course CS 105 will be needed for the Reasoning section of Basic Skills. Thus, Computer Science will require 1.0 FTE.

ENGLISH. The elimination of ENG 301 will save about 36 sections per year of this course. (ENG 301 is counted as a 4 credit course for load purposes.) This will result in approximately 144 fewer load points required for English. However, ENG 102 enrollments can be expected to increase as those who do not pass the writing competency test are forced to retake this course. At a 33% failure rate, about 15 new sections of ENG 102 would be required, for a gain of 60 load points. Thus, English can expect a loss of approximately 84 load points, or 2.3 FTE.

GEOLOGY. The Fundamental Materials of the World section of the Natural Sciences will likely provide more places for students than will be necessary. GEOL 145 is the second highest enrollment course in this section. Geology could offer two fewer sections of this course. To compensate, Geology could offer two additional sections of the course GEOL 170 which is new to general education and will appear in the Patterns and Connections in the Natural World section of the Natural Sciences. Therefore, there will be no net change in Geology staffing.

MATHEMATICS. Four fewer sections of MATH 130 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. This will make 20 load points available. However, Mathematics will require 20 to 25 sections per year to staff the new 3 credit MATH 102 Basic Skills requirement. This will require approximately 70 load points. The net result will be a need to staff roughly 50 load points. Thus, Mathematics will

require 1.5 FTE new faculty.

PHILOSOPHY. Four fewer sections of PHIL 201 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. However, Philosophy will need to accommodate up to 200 new students in the Philosophies and Cultures of the World section of the Arts and Humanities. This will require four sections. Therefore, Philosophy will need to adjust its offerings, but should not be affected with respect to staffing.

OTHER DEPARTMENTS. Changes in offerings to other departments should be more obvious and have less impact than those listed above.

Appendix A

Computer Literacy Qualification Examination

To qualify, a student must be able to:

1. Identify and explain the function of the basic components of a computer
2. Explain the difference between software and hardware.
3. Perform the basic operating system functions:
 - a. Format a disk.
 - b. Copy files to and from a floppy disk.
 - c. Create directories in a logical fashion.
 - d. Delete files.
 - e. Print a file.
4. Perform basic spreadsheet operations:
 - a. Create a spreadsheet.
 - b. Add labels.
 - c. Simple functions using arithmetic operators.
 - d. Generate graphs.
5. Perform basic word processing operations:
 - a. Create a document.
 - b. Select fonts.
 - c. Set margins
 - d. Activate the spelling checker.
 - e. Print a document.
6. Access the library's on-line catalog.
7. Perform basic Internet operations:
 - a. E-mail
 - i. Send a message.
 - ii. Send a file.
 - iii. Read a message.
 - iv. Extract and save a message as a file.
 - b. Discussion lists
 - i. Join a list.
 - ii. Communicate with a list.

c. Read a Usenet article.

d. World Wide Web

i. Understand the form of Uniform Resource Locators

1. http
2. ftp
3. telnet

United Faculty of Central, AFT/NEA

Comparative Analysis of Eastern Washington University
Faculty Collective Bargaining Agreement and CWU
Faculty Employment Terms and Conditions

April 3, 1996

United Faculty of Central, AFT/NEA

Comparative Analysis of Eastern Washington University Faculty Collective Bargaining Agreement and CWU Faculty Employment Terms and Conditions

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- 2. UFE, AFT/NEA and EWU Labor-Management Committee, Protocols**

Introduction

The following analysis compares current employment terms and conditions for faculty at Eastern Washington University as applied by the negotiated faculty collective bargaining agreement, and terms of employment for faculty at Central Washington University, currently without a collective bargaining agreement. Where possible, pre-collective bargaining terms and conditions for EWU faculty are defined to provide a context to consider changes resulting from the collective bargaining process. An initial summary of the issues and faculty interests which created the impetus for the collective bargaining representation effort, followed by events leading up to bargaining, will, hopefully, serve as useful background for this analysis. Material considered in the preparation of this analysis includes the United Faculty of Eastern, AFT/NEA / Eastern Washington University faculty collective bargaining agreement, EWU pre-agreement and current Bylaws, current CWU Bylaws, and information from faculty, staff and administrators involved in the representation effort, collective bargaining process, or agreement application phase of this endeavor. Every attempt has been made to ensure the analysis is factually correct. Any mistakes are the responsibility of the United Faculty of Central, AFT/NEA and the United Faculty of Eastern, AFT/NEA.

The Climate Precipitating the Union Representation Effort at EWU

The effort among faculty at Eastern Washington University to secure the right to union representation and collective bargaining must be viewed against the backdrop of an increasingly volatile economic climate. When faculty began their quest for these rights in 1993, the state's pessimistic revenue outlook was compounded by efforts to place tight restrictions on state spending in the form of ballot initiatives 601 and 602. These initiatives reflected the electorate's increasingly polarized views on support for public services in the face of an economic downturn both within Washington and nationally. Whether real or perceived, faculty at Eastern believed that higher education in the state was clearly losing the battle among public agencies over the allocation of scarce resources. Nowhere was this more evident to faculty than in the areas of instructional support, salaries (particularly in relation to peer institutions nationally), and the impact of lagging salaries on future retirement earnings. The 1993 legislative session placed further strain in the form of efforts to pass legislation mandating increases in faculty workload.

Although Eastern had witnessed administrative efforts to enhance faculty compensation, concern was growing over the potential loss of these enhancements and the impending reductions in instructional budgets as a result of the larger revenue circumstances. Many faculty additionally maintained a steadfast belief that administrative costs, particularly in regard to administrative compensation, were unbridled and less likely to share equally the brunt of reductions. A final general theme included a long-standing concern among many, though not all, faculty that the concept of shared governance as manifest primarily in the faculty senate and related committees had historically proved a less than effective vehicle for the participation of faculty in the decision making process. The specific concern here, however, related to the senate's widely acknowledged inability to do more than make recommendations to the administration on budgetary and related matters; on matters of administrative costs and compensation the senate was powerless. Even these recommendations were often felt to be ignored, and this when funding was not in crisis. Not only did these conditions bode poorly for faculty, but the cumulative effect over the years was a certain lack of trust and respect for upper level administrators coupled with an erosion in faculty

morale closely linked to compensation and funding issues. Neither is this a wild generalization, rather a reflection of a simple fact: for a cohort heavily comprised of senior faculty, years of salaries that objectively lag behind peers combined with perceived administrative excess and a never-ending fight for instructional resources results in poor morale.

It was against this backdrop of resource stress and strain, then, that faculty initiated the union representation effort. The perception was straightforward: a collective bargaining agreement offered a measure of stability and security. Further, union representation offered a meaningful method for enhancing faculty participation in the decision making process. If not with regard to administrative excess, certainly with regard to faculty related spending and compensation issues. With respect to administrative spending and discretion, union representation offered the potential for increased faculty oversight whether the issue in question was subject to collective bargaining or not.

The Legal Question of an Election to Choose Union Representation

All things being equal, this sounds pretty good. It was, however, neither easy to bring about representation or easy to predict the unusual outcome that would eventually be the result. In short, virtually all public employees in Washington have the legislatively authorized right to vote on union representation. In other words, most employees may vote in a secret ballot election conducted by the state's labor relations agency, the Public Employment Relations Commission, to choose union representation for the purpose of collective bargaining over wages, hours and terms of employment. By law, the employer must respect the employees choice of union representation, and within the parameters of the law collectively bargain. The idea here is quite clear: an employer may not "just say no" to their employees democratic choice of union representation. Even where certain employees are limited in their bargaining rights or strike prohibited as with public safety officials, the employer must still respect the choice of union representation. This respects the basic democratic principle of an employee's right to form or join a union, or choose union representation for the purpose of collective bargaining.

There is one notable exception: four-year university faculty. The law in Washington is simply silent on the rights of employees or the obligation of the employer. In practice this meant that faculty had no specific right to request a PERC run secret ballot election, nor did the university have an obligation to allow such an election, honor the results of any election or bargain collectively. Neither did the law prohibit any of the above. After a petitioning process, third-party verification of the faculty petitions requesting a secret ballot election and a formal request to the EWU Board of Trustees, voluntary agreement was reached to utilize PERC and conduct an election for faculty to vote on the question of union representation for the purpose of collective bargaining. In effect, the EWU Board granted faculty the right to choose and agreed to honor the result. All of these activities were with the knowledge and assurances of the Washington State Attorney General's office that an election and bargaining could, in fact, proceed.

The secret ballot election was conducted by the PERC adhering to all established procedures and practices as embodied in long-standing labor law. The vote was 183 for, 154 against with 404 eligible voters. The EWU Board of Trustees honored the results and authorized the administration to enter into collective bargaining with the faculty union, the United Faculty of Eastern, AFT/NEA.

Q: Why Did EWU Allow a Union Representation/Bargaining Election?

A: Shared Responsibility

There was one additional factor. One might ask why the EWU Board of Trustees and university president were willing to allow such a process. Faculty asked the same question. There are two answers. First, the EWU Board of Trustees and president respected the faculty request to exercise a basic democratic right and vote on this question. There existed a clear and demonstrated majority of faculty calling on the EWU Board for an election and, in essence, the Board agreed to this right of self-determination. Second, and of equal importance, was the Board, the president and the faculty's unique willingness to view collective bargaining as a process offering more than just an increase in faculty input into decision making. The view instead was of faculty who would assume greater responsibility in the decision making process; shared responsibility for the vitality of the institution premised on the faculty's choice of vehicle, in this case representation and collective bargaining coupled with continued senate involvement in academic areas. Clearly, the administration chose to see faculty interest in collective bargaining as a vehicle to build the university community rather than dismantle it.

This was an enlightened view. It is not unreasonable to say that many administrators and university officials view unions (and this form of input into decisions) as a vehicle for faculty to criticize and attack administration. There is a widespread preconceived bias that suggests unions exist for the sole purpose of confrontation. A slightly less sinister, if not less simplistic, view often voiced by administrators suggests unions are unprofessional and exist for the purpose of economic gain and nothing more. These views, of course, mirror attitudes prevalent in private sector labor relations among company administrators and officials. They are every bit as divisive, caustic and paternalistic within higher education as they are in the private sector. The alternative, one must assume, is either: administrators know best, and/or shared governance, in the form of the senate, offers sufficient input, take it or leave it.

Q: What has been the Response from the CWU Board and President to the United Faculty of Central, AFT/NEA Request for an Election?

A: "No"

For purposes of comparison a brief summary of events at CWU is in order. The CWU Board of Trustees and CWU President, Ivory Nelson, have been steadfast in their opposition to the democratic process. They flatly and without explanation have refused to allow an election for faculty to vote on the issue of representation for the purpose of collective bargaining. Clearly, they have no interest in seeing collective bargaining at Central. Nor, apparently are they willing to consider representation and collective bargaining, coupled with continued senate responsibilities, as a legitimate faculty vehicle to exercise shared responsibility. The Board has been provided with a majority (64% of CWU faculty) showing of interest requesting an election on this issue. They have been provided with CWU senate resolutions unanimously supporting the call for an election, all to no avail. The CWU Board and president are aware of the attorney general's opinions on this matter and the additional legal precedent set by the EWU case.

The Collaborative Collective Bargaining Process at EWU

With faculty having democratically chosen union representation for the purpose of collective bargaining, the parties were faced with another historic first: the negotiation of the first legally binding collective bargaining agreement for four-year faculty in the state. The framework for this effort had already been laid during the course of the election process. The union had expressed a commitment to a cooperative relationship designed to solve problems and confront the difficult fiscal climate as partners; the university had acted in good faith regarding the faculty's desire to form a union and bargain collectively. The university likewise expressed interest in a cooperative relationship. There were vocal skeptics on both sides, to be sure. However, those in favor of a new approach prevailed in both camps.

Through a timely series of events subsequent to the election, the union and administration became aware of a non-traditional collaborative negotiations model. The model utilized the services of a third-party neutral mediator throughout the negotiations process (mediation is traditionally reserved as a last resort tool to help resolve final impasse reached in negotiations) and was interest based rather than positional. The parties with the assistance of the mediator sought to identify common interests in order to fashion an agreement acceptable to faculty and administrators alike. Unlike positional bargaining which often results in a drawn out conflict of wills as both sides push proposals with little regard to mutual interests, the collaborative model encouraged exploration of underlying interests, concerns and ideas. The result was an agreement built on trust and a mutual understanding of the substantive rationale driving the parties proposals.

The collaborative process involved numerous faculty and administrators working as teams with assigned areas of responsibility. The process took roughly six months to complete. The final agreement was approved in three separate votes. First, union members voted overwhelmingly to accept the proposal, second an all faculty vote again resulted in a clear 187 to 87 mandate in favor of the agreement and finally, the EWU Board of Trustees voted unanimously to approve the agreement. Although the union and collective bargaining retain their critics both among faculty and administrators, the collaborative bargaining process was carried out in good faith and received clear approval from all quarters. The result, in addition to a sound mutually acceptable agreement, has been significant and positive; faculty have utilized a tool of their own choosing to exercise involvement in decision making; the faculty senate is now better able to focus on matters of an academic rather than labor relations nature; and a giant step has been taken towards improving relations between faculty and administrators.

Analysis and Comparison of Economic Items

Note: Items in bold italics are quoted from the UFE, AFT/NEA collective bargaining agreement.

1. How was the Faculty Collective Bargaining Agreement Funded?

Background: In general terms the collective bargaining agreement augments and secures commitments to a wide variety of economic and non-economic items. Economic areas are both of particular interest and concern. Innovative approaches to economic items during negotiations led

to the creation of productivity increases. Other enhancements have the effect of increasing the entire faculty salary base. The long-term advantage of this strategy is clear: increasing the base generates larger percentage increases over time. Salary residuals play an important role in funding for items such as equity adjustments and promotions. Other revenue sources such as grant indirects and matching funds must also be viewed as an important part in funding both economic enhancements and instructional costs. A number of items addressed in the collective bargaining agreement have no source of funding specifically attached. It is instead the obligation of the administration, as per the collective bargaining agreement, to meet the conditions agreed upon. An additional provision in the agreement points to an area of concern both locally and nationally, the trend towards an increased reliance on part-time and adjunct positions. The agreement provides, *"As vacancies occur during the term of this agreement, the university may convert full-time tenure track positions to term and part-time positions through the budget making process. Under no circumstance will the staff ratio drop below 75% full-time tenure track positions during the course of this agreement. The budget-making process will include consultation with the faculty through both UFE (the union) and the senate, represented by their presidents."* This is a difficult issue requiring careful consideration of the collective bargaining agreement language. Prior to the agreement the administration had no constraints on the conversion of tenure track positions, as is currently the case at Central and other state institutions. The agreement secures two vital points: First, a threshold limiting the number of full-time tenure-track positions that may be converted. Second, the right of the union and senate to participate in the budget process. Given the current fiscal climate, this language should not be underestimated. Rather, the agreement should be viewed as providing restraints on administrative discretion in this difficult area.

Salary equity money: These funds are generated by salary residuals (e.g., the differences between outgoing pay of retiring faculty and their replacements) and, if necessary, other funds in the university's budget that may be legally used for this purpose. The collective bargaining agreement calls for *"an amount equal to 1.5 percent of the faculty salary base"* to be provided for equity adjustments for each of the 1996-97, 1997-98, and 1998-99 academic years. Salary equity is recognized to be a major problem at Central, but no plan exists to address the issue. (See below for additional detail.)

Increase in promotion funding and establishment of salary floors by rank: Although no specific source of funding is identified in the agreement, salary residuals and other available university funds will likely be used for promotion increases and floors. The source of funding is an administrative responsibility. (See below for additional detail.)

Professional development: Existing professional development funds supplemented by other available university funds (such as matching funds) will likely be used to meet this requirement. The guaranteed distribution of these funds to faculty and the protection of these funds as addressed in the collective bargaining agreement is of particular importance. (See below for additional detail.)

Merit bonus money: Prior to the negotiation of the collective bargaining agreement, in 1992, a merit bonus pool was created. Funds came from faculty in each college "contributing" 10% of a legislatively authorized salary increase. The pool funds one-time merit bonus awards. The collective bargaining agreement protects these existing merit funds for the life of the agreement. (See below for additional detail.)

Summer research grant money: Although the agreement identifies a specific amount, no specific source of funding is identified. It is likely that summer research grant money is funded through grant indirects received by the university. The administration's contractual obligation is to provide these funds as per the agreement. The source of funds is an administrative responsibility. (See below for additional detail.)

Productivity salary increases: Any productivity salary increases that faculty may receive, as per the collective bargaining agreement, will be a direct result of enrollment growth. A portion of revenues generated by this growth will be applied to faculty as an increase. (See below for additional detail.)

Support for university library: *"As an all-university utility, the library will receive a minimum of 5% of total university grant indirects."* (See below for additional detail.)

2. Salary Increases Before and With the Collective Bargaining Agreement

Negotiated agreement (reached prior to the legislative allocation) that any legislatively authorized salary increase would be applied as an across the board increase to all eligible faculty. Thus, EWU faculty received a 4% increase at the earliest allowed date. This is significant, in that, other universities did not necessarily apply this increase across the board to all faculty. Rather, distribution of the increase was subject to administrative discretion in some instances. Faculty at EWU were assured the raise would be applied in an equitable manner by the UFE collective bargaining agreement. *"During the term of this agreement any legislatively authorized faculty salary increase will be applied to all faculty as an across the board percentage increase at the earliest allowed date, unless specified otherwise through legislative intent."* Prior to the agreement the terms of the distribution of legislatively authorized increases were subject to administrative discretion. This meant salary dollars were potentially subject to plans such as merit pay.

CWU Salary Increases

1995 increase applied as an across the board increase. Future increases not guaranteed as across the board increases.

3. Salary Equity Adjustments Before and With the Collective Bargaining Agreement

The salary equity plan was introduced in 1992. The UFE collective bargaining agreement secured the continuation of the plan through the 1998-99 year. The plan is premised on the establishment of target salaries based on peer institutions from the western states. Data is obtained from the annual Faculty Salary Survey published by Oklahoma State University. The equity plan factors in experience and years in rank at EWU. *"The salary inequity for a given member of the Eastern Washington University faculty possessing a terminal degree is the difference between the target salary...and the salary paid to that faculty member."* Pre-agreement equity adjustments for faculty making over \$45,000 which the university were unable to pay due to legislative constraints were secured by the agreement and paid in September 1995. Equity adjustments for all faculty with a calculated inequity will be paid in each of the next three years. *"An amount equal to 1.5 percent of the faculty salary base will be provided for equity adjustments for each of the 1996-97, 1997-98, and 1998-99 academic years. Equity funds will be distributed to all continuing faculty in proportion to the amount of their inequity. Library and other programs not specifically identified in the target salary plan will receive an amount equal to 1.5% of their salary pool."* Although salary equity adjustments began prior to collective bargaining, the agreement secured continued funding amid fiscal cuts. **CWU Salary Equity Adjustments** None.

4. Funding for Faculty Merit Pay Before and With the Collective Bargaining Agreement

Merit funds were, again, secured by the agreement amid the revenue crisis. Merit funds and equity funds had been identified as likely areas to be cut prior to bargaining. *"The university merit bonus pool shall be \$334,952 including benefits for the life of this agreement. All merit awards will be in the form of a bonus...Each department faculty is responsible for developing the specific criteria and procedures for evaluating the activities of the department (program or center) faculty. These criteria shall (1) identify those activities which result in the recognition of excellence and (2) must be consistent with college and university criteria."*

CWU Faculty Merit Funds

Procedures do exist for identifying meritorious faculty, however, no moneys have been made available for merit awards for several years.

5. Funding of Salary Floors by Rank Before and With the Collective Bargaining Agreement

The agreement established minimum salary floors for rank. A number of EWU faculty received substantial increases as a direct result of this UFE negotiated provision. In addition, the agreement provides that new faculty *"will not be hired at a salary which would result in the creation of an inequity as determined by the salary equity plan outlined above."* The agreement provided for floors to be *"applied prior to equity adjustments and legislatively authorized salary increases" in 1995-96 and 1996-97. "In 1997-98 and 1998-99 the Equity adjustment will be applied before applying floors."* Prior to the collective bargaining agreement no minimum salary floors were specifically established.

Minimum Salaries by Rank	Assistant	Associate	Full
1995-96/96-97	\$32,000	\$36,000	\$40,000
1997-98/98-99	\$33,000	\$40,000	\$45,000

***Librarians** receive .5% of the total librarian salary base to use for salary floors.

CWU Salary Floors

Current salary floors by rank are identified on the CWU faculty salary schedule as follows:

Assistant	Associate	Full
\$27,796	\$35,211	\$42,045

These floors are established for the indefinite future.

6. Funding for Promotion Before and With the Collective Bargaining Agreement

Funding for promotion was secured, defined and increased by the UFE collective bargaining agreement. Promotion increase is based on a percentage of the minimum salaries by rank. The agreement provided and secured enhancements in promotion increases. Librarians are specifically included. *"The cost of increases for promotions shall not enter into the consideration of granting or not granting the promotion."* Prior to the collective bargaining agreement funding for promotion lacked this definition and security.

Promotions	Pre-contract	1995-96/1996-97	1997-98/1998-99
(Assist. to Assoc.)	\$1700	\$2700	\$3000
(Assoc. to Full)	\$1700	\$4000	\$4500
*(Assoc. Lecturer to Senior Lecturer)	0	\$1600	\$1650
*(Assoc. to Senior Associate)	0	\$1600	\$1650

***Associate faculty** may now receive promotions. New faculty categories, Lecturer and Senior Lecturer, Associate and Senior Associate established by collective bargaining agreement. Lecturers, associates and coaches may receive multi-year appointments.

CWU Funding for Promotion

The practice has been to move two steps on the salary schedule when receiving a promotion. Except for rare instances, the only movement on the salary schedule has been through promotion.

7. Funding for Summer Research Grants Before and With the Collective Bargaining Agreement

Prior to the negotiation of the collective bargaining agreement summer research grant funding had been provided by the university in the approximate amount of \$200,000. This funding had been subsequently reduced to \$134,000. The collective bargaining agreement restores this funding to the \$200,000 level over the course of the agreement. Annual funding for faculty research and development grants is, *"awarded through a competitive university-wide faculty review process."*

CWU Funding for Summer Research Grants

No consistent amount has been allocated for summer research grants. Research grant money has been minimal. In one recent instance, funding for summer research grants was eliminated entirely for the summer term.

8. Funding for Faculty Development Before and With the Collective Bargaining Agreement

Prior to the negotiated agreement faculty development funding was inconsistent across the institution. The new amount represented an increase in many areas; no area experienced a reduction. The agreement secured funding and acknowledged appropriate uses. *"To support individual faculty development plans, department plans, and college plans, a minimum faculty development allocation of \$900 per probationary and tenured faculty member shall continue to be allocated annually to each college/university library. All probationary and tenured faculty members shall be eligible to apply for these funds...Faculty development funds may be used for a variety of purposes, including but not limited to, travel to collections, attendance at national conferences, purchase of software or equipment, etc."*

CWU Funding for Faculty Development

Recent administrative decision to provide a first time allocation of \$100,000 for faculty development. This allocation is contingent upon sufficient funds being generated by summer school revenues. The faculty senate has suggested guidelines for the distribution and appropriate use of this money. Other funding for professional development is subject to administrative discretion.

9. Productivity Salary Increases Before and With the Collective Bargaining Agreement

The collective bargaining agreement provides for salary increases based on increased productivity. Productivity salary increases are linked directly to enrollment growth. *"A 2% increase in FTES from a fall to fall count will generate a .75% increase. Each additional 2% increase (or fraction thereof) in fall to fall FTES enrollments will generate an additional 1% increase or fraction thereof."* Prior to the agreement no such plan existed.

CWU Productivity Salary Increases

None.

Analysis and Comparison of Non-Economic Items

Note: items in bold italics are quoted from the UFE, AFT/NEA collective bargaining agreement.

1. Academic Freedom Before and With the Collective Bargaining Agreement

Like previous university policy the collective bargaining agreement incorporates the 1940 AAUP Statement of Principles on Academic Freedom and Tenure. This is significant, in that, disputes arising from academic freedom provisions are, thus, subject to the internal dispute resolution procedure. The collective bargaining agreement language serves as a reaffirmation of the university's commitment to the fundamental principles of academic freedom and tenure. In an era witnessing renewed attacks on tenure this becomes increasingly vital.

CWU Academic Freedom and Tenure Provisions

Similar language regarding the principles of academic freedom and tenure exists in the faculty code.

2. Faculty Workload Before and With the Collective Bargaining Agreement

The UFE collective bargaining agreement defines the average teaching load as thirty-six teaching units. More importantly, the agreement provides that any changes of regulations governing faculty teaching loads *"be considered by the UFE and Academic Senate."* Further, *"faculty teaching load is subject to annual review and negotiations over changes by the Faculty Senate and UFE as appropriate."* This is an area that illustrates the continued involvement of the faculty senate in shared governance. Recently, the union and senate formed a joint task force to cooperatively consider a workload study prepared by the administration. The union and senate have expressed a commitment to work together, when appropriate, in the interests of faculty and the efficient operation of the university. This is currently a critical issue in light of the legislature's recent efforts to mandate changes in workload.

CWU Faculty Workload

CWU faculty currently lack the right to negotiate changes in faculty workload parameters. Although the faculty senate clearly has a vital role in discussions on workload, the senate is effectively limited to recommendations to the administration.

3. Organizational Structure and Shared Responsibility Before and With the Collective Bargaining Agreement

The collective bargaining agreement addresses the rapid pace of change inherent in the efficient operation of the institution. The agreement states, *"the university organizational structure and mechanisms are in a process of continuing negotiation and adaptation, responding to the emerging or changing conditions affecting the university's mission and activities....overly complex and restrictive organizational arrangements or procedures will be avoided. Institution-wide policies governing instruction and personnel will therefore be broad-gauged and generally applicable to all instructional units and will be drafted in such a manner as to provide reasonable flexibility for the academic sub-units charged with operation under them."* This structural philosophy is manifest in an expressed contractual commitment to shared responsibility. *"In formulating all university policies, procedures and structures the assumption is made that the faculty member is highly professional in the faculty member's area of expertise. Thus it is further assumed that the faculty member is capable of making individual, as well as collective, decisions with fellow professionals concerning matters of*

instruction, professional conduct and conditions of professional employment and reward. Therefore, the academic administration of the university shall be based upon the principle of shared responsibility in governance....Definitive statements of administrative responsibility and accountability at all levels will be prepared and adopted.” Colleges and departments will prepare plans formulating goals and facilitating decisions regarding the use of resources to accomplish these goals. Individual faculty development plans for probationary faculty will be prepared based on departmental needs and planning. Individual career development plans for tenured faculty will *“focus on continued professional growth of the faculty member and the desired future contributions to the member’s academic unit.”* These plans are *“for goal setting purposes and remains with the department with the dean receiving a copy for informational purposes only. Every five years each faculty member will participate in a regular career support peer review of their career development plan. The sole purpose of this review is to provide a positive and systematic procedure for faculty development in the context of the department plan....Career-support peer review shall not be used in making promotion, disciplinary or dismissal decisions.”*

CWU Organizational Structure and Shared Responsibility

Faculty via the senate and the strategic planning process are continuously involved in deliberation on the institution’s organizational structure and issues of shared responsibility. Again, the senate is effectively limited to making recommendations regarding policy changes.

4. Participation in the Budget Process Before and With the Collective Bargaining Agreement

The collective bargaining agreement provides for union involvement in the budget process in several ways. First, the collective bargaining process empowers faculty to negotiate as equals with the administration over a number of items having a fiscal impact. Second, the agreement provides specific language relating to union involvement in the budget process regarding faculty staffing issues. *“The budget-making process will include consultation with the faculty through both UFE and the senate, represented by their presidents.”* Third, the agreement calls for the creation of a university Planning and Budget Authority to address funding of instructional needs and the allocation and reallocation of resources. The agreement provides for union representation on this committee.

CWU Participation in Budget Process

Overall budget priorities are established by the administration without collaborative faculty participation. The faculty senate chair sits on the President’s budget advisory council. The President holds open budget hearings as the vehicle that allows faculty input into budget issues.

5. Retention, Tenure and Promotion, Procedural Protections Before and With the Collective Bargaining Agreement

The collective bargaining agreement provides improvements in retention, tenure and promotion procedures. Procedures clearly define parameters, faculty and provost roles. Primary responsibility is vested in faculty at the department and college levels and *“builds the presumption that these levels represent the primary levels of expertise on these issues.”* As noted above, probationary faculty receive individual faculty development plans based on departmental needs and planning. Plans define expectations for retention and tenure. *“Each faculty member at the time of appointment will be informed of the performance expectations and criteria for performance for retention, tenure, and promotion.”* Criteria for promotion places a greater emphasis on teaching effectiveness than any other single criterion. The agreement embodies fair and equitable treatment in new procedures for retention, tenure and promotion. The most notable change relates to the provost’s role, *“if there is agreement at every level prior to the provost, it is expected that the provost will forward that recommendation to the president who then will make a*

recommendation to the board of trustees,” and “when there is concurrence at all previous levels, the presumption is that the provost will not reverse the recommendations unless there is a serious question about the procedure and/or process followed...” (See also funding for promotion and faculty development, above.)

CWU Retention, Tenure and Promotion Procedural Protections

No similar language exists at Central regarding performance expectations for newly appointed faculty. No similar formalized language currently exists regarding the expectations of the provost in the peer review process.

6. Support for Research, Development, and Institutional Enhancement Including Library in the Collective Bargaining Agreement

“University support for the enhancement of instruction and research benefits the entire university community because it promotes accomplishment of the university’s instructional mission. Support for enhancement of instruction and research is also important to individual faculty members, who must meet the requirements for retention, tenure, and promotion identified in their faculty development plans.” To this end, individual, department and college plans will identify support needs for teaching and research. *“The university shall undertake to inventory all available university resources for support and development of teaching and research.”* Financial support is applied in the form of faculty development allocations, summer research grants (see economic items, above) and support for the university library. *“Throughout the period covered by the contract, the university library shall not absorb a disproportionate share of any or all-university cuts; if additional funds should become available, the library will share proportionately in them. Also, as an all-university utility, the library will receive a minimum of 5% of total university grant indirects.”*

CWU Support for Research, Development, and Institutional Enhancement Including Library

No stated commitment currently exists to inventory resources available for research and development support, institutional and library enhancement. It is believed that the CWU library has absorbed a hugely disproportionate share of budget cuts in recent years.

7. Dispute Resolution Before and With the Collective Bargaining Agreement

Unlike previous university policy the collective bargaining agreement provides a faculty grievance procedure culminating in binding arbitration as the final step in the dispute resolution process. In the event the parties are unable to resolve a dispute, binding arbitration may be requested by the union. This process utilizes a neutral third-party arbitrator mutually selected by the union and administration to impartially resolve the dispute. The agreement establishes appropriate timelines and procedures for the resolution of disputes. The union and administration share an expressed commitment to *“prompt and fair resolution of disputes”* and *“are committed to resolve disputes at the initial point of conflict.”* The dispute resolution process contains further evidence of this commitment in the form of a unique co-mediation option discussed in detail below. The grievance procedure/arbitration is a direct result of collective bargaining. No similar process utilizing arbitration currently exists at CWU.

Recent disputes resolved through the new grievance procedure include:

- ◆ Dispute regarding manner in which administration investigated student complaint against faculty member. Lack of university procedures regarding proper handling of complaints and investigations. UFE representation to address harm to faculty member resulting from lack of procedural due process. Resolution: establishment of committee to begin development of

appropriate procedures. UFE participation on committee. Multi-sided litigation between faculty member, student, and the university avoided by union involvement.

- ◆ Dispute regarding payment of salary equity adjustment IOU for faculty members earning over \$45,000. UFE representation resulting in proper payment of equity IOU for two faculty members.
- ◆ Pre-agreement dispute regarding provost's denial of promotion for two faculty members. Case voluntarily sent to arbitration at union request, pending culmination of collective bargaining. Arbitrator rules emphatically in favor of union and recommends promotion. Board of Trustees adheres to arbitrator's findings and promotes both faculty members to full professor.
- ◆ Dispute regarding length of contracts for some coaches. Collective bargaining agreement provides for multi-year contracts in some instances. UFE representation resulting in appropriate multi-year contract for coaches.

8. Co-mediation as a Dispute Resolution Process in the Collective Bargaining Agreement

The UFE has negotiated a unique dispute resolution option called co-mediation. Co-mediation is a voluntary dispute resolution process that may be requested by either party to a dispute (as defined in the collective bargaining agreement) as provided by the negotiated grievance procedure. The process entails one faculty member and one administrator serving jointly as mediators for the parties involved in a dispute. Mediators assist the parties in confidential efforts to resolve disputes. If co-mediation fails to produce an acceptable result, faculty may proceed with a grievance. A total of ten faculty and ten administrators have been selected to serve as co-mediators. Those selected have received extensive training through a jointly sponsored program utilizing a third-party mediation consultant. The co-mediation option is unique and innovative. It is an important process designed to avoid the escalation of disputes. The UFE is committed to protecting faculty rights and ensuring long-term resolution of disputes. The union and university share an expressed interest in the expansion of the co-mediation process into a university-wide center to resolve disputes among all members of the university community. Co-mediation is the direct result of the collective bargaining relationship. No similar process currently exists at CWU.

9. Labor-Management Committee

In negotiating the faculty collective bargaining agreement, the UFE and EWU agreed to establish a joint labor-management committee. This committee reflects a new dimension to shared governance resulting from union representation. The committee provides a vehicle for the union to protect faculty rights through the proper interpretation and application of the collective bargaining agreement and other policies. A team of four UFE faculty, with staff assistance, represent the union. *"The Eastern Washington University administration and the UFE are committed to continuing a process of collaboration on matters of interest to either party and resolve questions of interpretation of this Agreement....The agenda for these meetings will be jointly developed by the respective presidents...."* The committee is a direct result of the collective bargaining relationship. No similar committee or process currently exists at CWU.

Issues under consideration by the committee include:

- EWU faculty workload study;
- Current year promotion procedures (pending implementation of college and departmental development plans);
- Timeline, substance and implementation of college, departmental and individual development plans;
- Summer school as part of a normal academic year assignment;
- Definition of "year" for retiree hirebacks;
- EWU assessment plans;
- Extended sick leave for externally funded faculty positions;
- Full-time, part-time faculty ratio;
- Four year graduation guarantee;

10. Other Areas Covered by the Collective Bargaining Agreement

A number of additional items are addressed by the collective bargaining agreement. Included are provisions on faculty leaves, types of appointments, bona fide better offers of employment, program discontinuance and fiscal exigency, reductions in force, dismissal, discipline and just cause, areas of mutual interest, and ethical hiring standards. Please see attached table of contents from the collective bargaining agreement.

The Application of the Collective Bargaining Agreement

The implementation of the collective bargaining agreement benefits from the labor-management committee described above. To date, every effort has been made to interpret and apply the agreement through the committee, department or college action. Disputes arising from interpretation or questions of application are similarly considered by the committee unless involving a specific grievance.

Collective bargaining has strengthened faculty governance. Union representation and collective bargaining ensure immediate input into the decision making process on matters relating to labor relations. The faculty senate can thus appropriately focus exclusively on matters of an academic nature. The UFE believes in a close and cooperative working relationship with the faculty organization and its leadership. By working together, the union and faculty organization ensure that labor relations and academic matters are given full consideration. Further, the union and faculty organization can work together on matters that appropriately benefit from joint consideration.

The UFE believes the faculty organization should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates, and other similar matters. Faculty through the UFE should have primary responsibility for negotiating language governing salary structure, pay increases, other compensation, benefit programs, calendar, working conditions, leave, protection of academic freedom, grievance procedures, and other labor relations matters. Procedures relative to appointments, tenure, promotions, sabbaticals, and research support are included in the collective bargaining agreement but may benefit from joint UFE - faculty senate consideration. Other areas of mutual interest and cooperation may include review of the university budget and making recommendations on financial issues that impact academic programs.

Conclusion

This summary is a broad comparison of the terms covered in the UFE, AFT/NEA negotiated faculty collective bargaining agreement and employment terms currently in effect at Central Washington University. As such, many areas have been given only a brief treatment or are not mentioned. Union representation and the collective bargaining process have resulted in a new dynamic in relations between faculty and the administration: equality at the bargaining table. In addition to the details discussed, proper regard for this relationship is essential. In the midst of serious fiscal volatility, faculty have expressed a desire to use a method of their own choosing to address issues of concern both professionally and personally. This method has provided a simultaneous opportunity to work together with the administration in a problem-solving collaborative manner to confront this very difficult climate. The faculty's choice of union representation and collective bargaining was an essential democratic right. The product of that choice has been a substantive shift in labor relations. This is reflected in the faculty collective bargaining agreement negotiated between the administration and faculty as equals at the bargaining table.

If you have questions about this analysis or would like more information please contact a member of the United Faculty of Central, AFT/NEA steering committee.

Attachments

UFE, AFT/NEA and EWU Faculty Collective Bargaining Agreement, Table of Contents.

UFE, AFT/NEA and EWU Labor-Management Committee, Protocols.

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MEMORANDUM OF UNDERSTANDING 96-1

BETWEEN

UNITED FACULTY OF EASTERN (UFE)

AND

EASTERN WASHINGTON UNIVERSITY (EWU)

JANUARY 7, 1996

The parties agree to the following as protocols for Labor-Management Committee meetings as per Chapter VII, Sections B and C of the Collective Bargaining Agreement (p. 37):

1. Purpose

a) The parties shall meet to collaborate on matters of mutual interest and to resolve questions of interpretation of the Collective Bargaining Agreement, as per Chapter VII, Section C(1) and C(3) of the Collective Bargaining Agreement.

2. Development of Agenda

a) The agenda for Labor-Management Committee meetings shall be jointly developed at prior meetings of the Provost and the Chair of the UFE Labor-Management Committee. The Provost and the Chair of the UFE Labor-Management Committee may each bring one additional person to the agenda meeting. Such agenda meetings shall be held at least one week in advance of the Labor-Management Committee Meeting.

i. Individual cases that are currently the subject of comediation or dispute resolution procedures shall not be placed on the Labor-Management Committee agenda. If such cases become the subject of comediation or dispute resolution after the development of the agenda, these items shall be withdrawn from the agenda.

b) The President of the University and the President of the UFE shall meet monthly to discuss matters of mutual interest. The Presidents shall be advisory to the Provost and the Chair of the UFE Labor-Management Committee in their agenda development capacities.

i. The President of the Faculty Organization and other faculty members may contact the President of the UFE or the President of the University regarding possible Labor-Management Committee agenda items.

c) At least three working days in advance of Labor-Management Committee meetings, a copy of the agenda for the Meeting shall be distributed to the Presidents of the University, the UFE, and the Faculty Organization; to each regular participant in Labor-Management Committee meetings; and to such other persons as either party may designate.

i. The agenda shall indicate clearly whether each item is to be considered an introduction, discussion, decision-making, implementation, or information item.

ii. The agenda shall include references to relevant provisions of the Collective Bargaining Agreement and the Policies and Procedures Manual.

iii. The agenda shall include the text of any written proposals to be presented by either party.

iv. Other supporting documentation prepared by either party shall be distributed as attachments to the agenda.

3. Participants

a) The Provost shall designate the regular Administration participants in Labor-Management Committee meetings. The Chair of the UFE Labor-Management Committee shall designate the regular UFE participants in Labor-Management Committee meetings, subject to the approval of the UFE Executive Board.

i. Each party may bring such other persons to Labor-Management Committee meetings as it deems appropriate, and such additional persons shall be able to participate fully in the Meeting.

b) The function of chairing the Labor-Management Committee meeting shall alternate on a meeting-by-meeting basis between the Provost and the Chair of the UFE Labor-Management Committee. The chair shall preside in a fair and orderly manner, giving all regular participants adequate opportunity to address each agenda item as it comes up in turn.

i. The chair of the next meeting shall have responsibility for designating the meeting site and for distributing the agenda and attachments.

c) Each party shall keep its own detailed notes.

d) Labor-Management Committee meeting participants shall receive joint training. Such joint training shall be planned and provided by the Administration and the UFE. Other appropriate participants shall be invited upon agreement by the parties.

4. Scheduling

a) The parties shall meet monthly. Additional meetings shall be scheduled as needed to address areas of mutual interest as per Collective Bargaining Agreement Chapter VII, Section C(2).

5. Agreements

a) Agreements reached in Labor-Management Committee meetings shall take the form of written Memoranda of Understanding. The President of the University or designee shall have authority to enter into such agreements on behalf of the Administration. The President of the UFE or designee(s) shall have authority to enter into such agreements on behalf of the UFE, subject to the approval of the UFE Executive Board.

b) Memoranda of Understanding shall require the signature of the President of UFE; the Chair of the UFE Labor-Management Committee; the President of the University; and the Provost.

c) Upon approval, copies of all Memoranda of Understanding shall be distributed to the regular participants in Labor-Management Committee meetings; to the Presidents of the University, UFE, and Faculty Organization; and to any other persons that either party may deem appropriate. An additional copy of each signed Memorandum of Understanding shall be sent to the Library for placement in its Archives. The original of each signed Memorandum of Understanding shall be stored in a secure location agreeable to both parties.

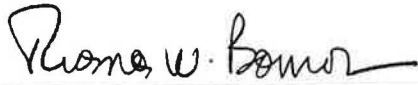
6. Bargaining

- a) Additions to, deletions of, or revisions to language in the Collective Bargaining Agreement shall require bargaining.
- b) As per Chapter VIII, Section B(2) of the Collective Bargaining Agreement (p. 38), negotiations on financial matters shall be opened upon a significant change in legislature funding. Such a finding shall require agreement by the parties.
- c) As per Chapter VIII, Section B(4) of the Collective Bargaining Agreement (p. 38), in the event that a court of competent jurisdiction finds a section of this agreement is illegal, the affected section shall be null and void and the parties will meet to negotiate a legal provision.
- d) Bargaining shall require a written request from the President of the University to the President of the UFE, or a written request from the President of the UFE to the President of the University. Either party may decline the request to bargain except in matters covered by Section 6(b) or 6(c) above.
- e) The parties share a commitment to adhere to the principles and procedures of Collaborative Bargaining during the course of any negotiations.
- g) All negotiated changes to the Collective Bargaining Agreement shall require ratification by the Board of Trustees and by the UFE, and shall be approved through the shared governance process as per Chapter VIII, Section B(3) of the Collective Bargaining Agreement (p. 38).

7. Status of Protocols

- a) These Protocols shall remain in effect for the life of the Collective Bargaining Agreement; that is, through August 31, 1999.
- b) Revisions to these Protocols shall require a Memorandum of Understanding of the form specified in Section 5 above. Such revisions shall take effect upon signature by the President of UFE; the Chair of the UFE Labor-Management Committee; the President of the University; and the Provost.

Signatures



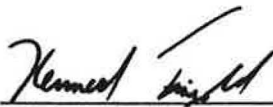
Tom Bonsor
President, UFE

1/8/96
date



Marshall E. Drummond
President, EWU

January 10, 1996
date



Kenneth Finegold
Vice President, UFE and
Chair, UFE Labor-
Management Committee

1/7/96
date



James I. Hoffman
Senior Vice President and
Provost, EWU

1/7/96
date

United Faculty of Central, AFT/NEA

Comparative Analysis of Eastern Washington University Faculty Collective Bargaining Agreement and CWU Faculty Employment Terms and Conditions

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Introduction

The following analysis compares current employment terms and conditions for faculty at Eastern Washington University as applied by the negotiated faculty collective bargaining agreement, and terms of employment for faculty at Central Washington University, currently without a collective bargaining agreement. Where possible, pre-collective bargaining terms and conditions for EWU faculty are defined to provide a context to consider changes resulting from the collective bargaining process. An initial summary of the issues and faculty interests which created the impetus for the collective bargaining representation effort followed by events leading up to bargaining will, hopefully, serve as useful background for this analysis. Material considered here includes the United Faculty of Eastern, AFT/NEA / Eastern Washington University collective bargaining agreement, EWU pre-agreement and current Bylaws, current CWU Bylaws, and information from faculty, staff and administrators involved in the representation effort, collective bargaining process, or agreement application phase of this endeavor. Every attempt has been made to ensure the analysis is factually correct. Any mistakes are the responsibility of the United Faculty of Central, AFT/NEA and the United Faculty of Eastern, AFT/NEA.

The Climate Precipitating the Union Representation Effort at EWU

The effort among faculty at Eastern Washington University to secure the right to union representation and collective bargaining must be viewed against the backdrop of an increasingly volatile economic climate. When faculty began their quest for these rights in 1993, the state's pessimistic revenue outlook was compounded by efforts to place tight restrictions on state spending in the form of ballot initiatives 601 and 602. These initiatives were perhaps the best symbol of the electorate's increasingly polarized views on support for public services in the face of an economic downturn both within Washington and nationally. Whether real or perceived, faculty at Eastern also believed that higher education in the state was clearly losing the battle among public agencies over the allocation of scarce resources. Nowhere was this more evident to faculty than in the areas of instructional support, salaries (particularly in relation to peer institutions nationally), and the impact of lagging salaries on future retirement earnings. The 1993 legislative session placed further strain in the form of efforts to pass legislation mandating increases in faculty workload.

Although Eastern had witnessed administrative efforts to enhance faculty compensation, there was growing concern over the loss of these enhancements and the impending reductions in instructional budgets as a result of the larger revenue circumstances. Many faculty additionally maintained a steadfast belief that administrative costs, particularly in regards to administrative compensation were unbridled and less likely to share equally the brunt of reductions. A final general theme included a long-standing concern among many, though not all, faculty that the concept of shared governance as manifest primarily in the faculty senate and related committees had historically proved a less than effective vehicle for the participation of faculty in the decision making process. The specific concern here, however, related to the senate's widely acknowledged inability to do more than make recommendations to the administration on budgetary and related matters; on matters of administrative costs and compensation the senate was powerless. Even these recommendations were often felt to be ignored, and this when funding was not in crisis. Not only did these conditions bode poorly for faculty, but the cumulative effect over the years was a certain lack of trust and respect for upper level administrators coupled with an erosion in faculty morale closely linked to compensation and funding issues. Neither is this a wild generalization, rather a

reflection of a simple fact: for a cohort heavily comprised of senior faculty, years of salaries that objectively lag behind peers combined with perceived administrative excess and a never-ending fight for instructional resources results in poor morale.

It was against this backdrop of resource stress and strain, then, that faculty initiated the union representation effort. The perception was straightforward: a collective bargaining agreement offered a measure of stability and security amid this tumult. Further, union representation offered a meaningful method for enhancing faculty participation in the decision making process. If not with regard to administrative excess, certainly with regard to faculty related spending and compensation issues. With respect to administrative spending and discretion, union representation offered the potential for faculty oversight whether the issue in question was subject to collective bargaining or not.

The Legal Question of an Election to Choose Union Representation

All things being equal, this sounds pretty good. It was, however, neither easy to bring about representation or easy to predict the unusual outcome that would eventually be the result. In short, virtually all public employees in Washington have the legislatively authorized right to vote on union representation. In other words, most employees may vote in a secret ballot election conducted by the state's labor relations agency, the Public Employment Relations Commission, to choose union representation for the purpose of collective bargaining over wages, hours and terms of employment. By law, the employer must respect the employees choice of union representation, and within the parameters of the law collectively bargain. The idea here is quite clear: an employer may not "just say no" to their employees democratic choice of union representation. Even where certain employees are limited in their bargaining rights or strike prohibited as with public safety officials, the employer must still respect the choice of union representation. This respects the basic democratic principle of an employee's right to form, join or refrain from choosing union representation for the purpose of collective bargaining.

There is one notable exception, four-year university faculty. The law in Washington is simply silent on the rights of employees or the obligation of the employer. In practice this meant that faculty had no specific right to request a PERC run secret ballot election, nor did the university have an obligation to allow such an election, honor the results of any election or bargain collectively. Neither did the law prohibit any of the above. After a petitioning process, third-party verification of the faculty petitions requesting a secret ballot election and a formal request to the EWU Board of Trustees, voluntary agreement was reached to utilize PERC and conduct an election for faculty to vote on the question of union representation for the purpose of collective bargaining. In effect, the EWU Board granted faculty the right to choose and agreed to honor the result. All of these activities were with the knowledge and assurances of the Washington State Attorney General's office that an election and bargaining could, in fact, proceed.

The secret ballot election was conducted by the PERC adhering to all established procedures and practices as embodied in long-standing labor law. The vote was 186 for, 148 against with 420 eligible voters. The EWU Board of Trustees honored the results and authorized the administration to enter into collective bargaining with the faculty union, the United Faculty of Eastern, AFT/NEA.

Q: Why did EWU Allow a Union Representation/Bargaining Election?

A: Shared Responsibility

There was one additional factor. One might ask why the EWU Board of Trustees and university president were willing to allow such a process. Faculty and the union asked the same question. There are two answers. First, the EWU Board of Trustees and president respected the faculty request to exercise a basic democratic right and vote on this question. There existed a clear and demonstrated majority of faculty calling on the Board for an election and, in essence, the Board agreed to this right of self-determination. Second, and of equal importance, was the Board, the president and the union's unique willingness to view collective bargaining as a process that did more than just offer faculty input into decision making. The view instead was of faculty who would assume greater responsibility in the decision making process; shared responsibility for the vitality of the institution premised on the faculty's choice of vehicle, in this case representation and collective bargaining coupled with continued senate involvement in areas relating to academics. Clearly, the administration chose to see the faculty interest in collective bargaining as a vehicle to build the university community rather than dismantle it.

This was an enlightened view. It is not unreasonable to say that many administrators and university officials view unions (and this form of input into decisions) as a vehicle for faculty to criticize and attack administration. There is a widespread preconceived bias that suggests unions exist for the sole purpose of confrontation. A slightly less sinister, if not less simplistic, view often voiced by administrators suggests unions are unprofessional and exist for the purpose of economic gain and nothing more. These views, of course, mirror attitudes prevalent in private sector labor relations among company administrators and officials. They are every bit as divisive, caustic and paternalistic within higher education as they are in the private sector. The alternative, one must assume, is either: administrators know best, and/or shared governance in the form of the senate offers sufficient input, take it or leave it.

Q: What is the Response from the CWU Board and President to the United Faculty of Central, AFT/NEA Request for an Election?

A: "No"

For purposes of comparison a brief summary of events at CWU is in order. The CWU Board of Trustees and CWU President, Ivory Nelson, have been steadfast in their opposition to the democratic process. They flatly and without explanation refuse to allow an election for faculty to vote on the issue of representation for the purpose of collective bargaining. Clearly, they have no interest in seeing collective bargaining at Central. Nor, apparently are they willing to consider representation and collective bargaining, coupled with continued senate responsibilities, as a legitimate faculty vehicle to exercise shared responsibility. For the record, the Board has been provided with a majority (64% of CWU faculty) showing of interest requesting an election on this issue. They have also been provided with CWU senate resolutions unanimously supporting the call for an election, all to no avail. The CWU Board and president are aware of the attorney general's opinions on this matter and the additional legal precedent set by the EWU case.

The Collaborative Collective Bargaining Process at EWU

With faculty having democratically chosen union representation for the purpose of collective bargaining, the parties were now faced with another historic first: the negotiation of the first legally binding collective bargaining agreement for four-year faculty in the state. The framework for this effort had already been laid during the course of the election process. The union had expressed a

commitment to a cooperative relationship designed to solve problems and confront the difficult fiscal climate as partners; the university had acted in good faith regarding the faculty's desire to form a union and bargain collectively. The university likewise expressed interest in a cooperative relationship. There were vocal skeptics on both sides, to be sure. However, those in favor of a new approach prevailed in both camps.

Through a timely series of events subsequent to the election, the union and administration became aware of a non-traditional collaborative negotiations model. The model utilized the services of a third-party neutral mediator throughout the negotiations process (mediation is traditionally reserved as a last resort tool to help resolve final impasse reached in negotiations) and was interest based rather than positional. The parties with the assistance of the mediator sought to identify common interests in order to fashion an agreement acceptable to faculty and administrators alike. Unlike positional bargaining which often results in a drawn out conflict of wills as both sides push proposals with little regard to mutual interests, the collaborative model encouraged exploration of underlying interests, concerns and ideas. The result was an agreement built on trust and a mutual understanding of the substantive rationale driving the parties proposals.

The collaborative process involved numerous faculty and administrators working as teams with assigned areas of responsibility. The process took roughly six months to complete. The final agreement was approved in three separate votes. First, union members voted overwhelmingly to accept the proposal, second an all faculty vote again resulted in a clear 189 to 136 mandate in favor of the agreement and finally, the EWU Board of Trustees voted unanimously to approve the agreement. Although the union and collective bargaining retain their critics both among faculty and administrators, the collaborative bargaining process was carried out in good faith and received clear approval from all quarters. The result, in addition to a sound mutually acceptable agreement, has been significant and positive; faculty have utilized a tool of their own choosing to exercise involvement in decision making; the faculty senate is now better able to focus on matters of an academic rather than labor relations nature; and a giant step has been taken towards improving relations between faculty and administrators.

Analysis and Comparison of Economic Items

(Items in bold italics are quoted from the UFE collective bargaining agreement)

1. How was the Faculty Collective Bargaining Agreement Funded?

2. EWU Salary Increases Before and With the Collective Bargaining Agreement

Negotiated agreement (reached prior to the legislative allocation) that any legislatively authorized salary increase would be applied as an across the board increase to all eligible faculty. Thus, EWU faculty received a 4% increase at the earliest allowed date. This is significant, in that, other universities did not necessarily apply this increase across the board to all faculty. Rather, distribution of the increase was subject to administrative discretion in some instances. Faculty at EWU were assured the raise would be applied in an equitable manner by the UFE collective bargaining agreement. *"During the term of this agreement any legislatively authorized faculty salary increase will be applied to all faculty as an across the board percentage increase at the earliest allowed date, unless specified otherwise through legislative intent."*

EWU Pre-Agreement Salary Increases

Prior to the agreement the terms of the distribution of legislatively authorized increases were subject to administrative discretion. This meant salary dollars were potentially subject to plans such as merit pay.

CWU Salary Increases

1995 increase applied as an across the board increase. Future increases not guaranteed as across the board increases.

3. EWU Salary Equity Adjustments Before and With the Collective Bargaining Agreement

The salary equity plan was introduced in 1992. The UFE collective bargaining agreement secured the continuation of the plan through the 1998-99 year. The plan is premised on the establishment of target salaries based on western states peer institutions. Data is obtained from the annual Faculty Salary Survey published by Oklahoma State University. The equity plan factors in experience and years in rank at EWU. *"The salary inequity for a given member of the Eastern Washington University faculty possessing a terminal degree is the difference between the target salary...and the salary paid to that faculty member."* Pre-agreement equity adjustments for faculty making over \$45,000 which the university were unable to pay due to legislative constraints were secured by the agreement and paid in September 1995. Equity adjustments for all faculty with a calculated inequity will be paid in each of the next three years. *"An amount equal to 1.5 percent of the faculty salary base will be provided for equity adjustments for each of the 1996-97, 1997-98, and 1998-99 academic years. Equity funds will be distributed to all continuing faculty in proportion to the amount of their inequity. Library and other programs not specifically identified in the target salary plan will receive an amount equal to 1.5% of their salary pool."* Although salary equity adjustments began prior to collective bargaining, the agreement secured continued funding amid fiscal cuts.

CWU Salary Equity Adjustments

None.

4. EWU Funding for Faculty Merit Pay Before and With the Bargaining Agreement

Merit funds were, again, secured by the agreement amid the revenue crisis. Merit funds and equity funds had been identified as likely areas to be cut prior to bargaining. *"The university merit bonus pool shall be \$334,952 including benefits for the life of this agreement. All merit awards will be in the form of a bonus...Each department faculty is responsible for developing the specific criteria and procedures for evaluating the activities of the department (program or center) faculty. These criteria shall (1) identify those activities which result in the recognition of excellence and (2) must be consistent with college and university criteria."*

CWU Faculty Merit Funds

None.

5. EWU Funding of Salary Floors by Rank Before and With the Agreement

The agreement established minimum salary floors for rank. A number of EWU faculty received substantial increases as a direct result of this UFE negotiated provision. In addition the agreement provides that new faculty *"will not be hired at a salary which would result in the creation of an inequity as determined by the salary equity plan outlined above."* Additionally, the agreement provided for floors to be *"applied prior to equity adjustments and legislatively authorized salary increases" in 1995-96 and 1996-97. "In 1997-98 and 1998-99 the Equity adjustment will be applied before applying floors."*

Minimum Salaries by Rank	Assistant	Associate	Full
1995-96/96-97	\$32,000	\$36,000	\$40,000

1997-98/98-99

\$33,000

\$40,000

\$45,000

*Librarians receive .5% of the total librarian salary base to use for salary floors.

EWU Pre-Agreement Salary Floors

None specifically determined.

CWU Salary Floors

6. EWU Funding for Promotion Before and With the Collective Bargaining Agreement

Funding for promotion was secured, defined and increased by the UFE collective bargaining agreement. Promotion increase is based on a percentage of the minimum salaries by rank. The agreement provided and secured enhancements in promotion increases. Librarians are specifically included. *"The cost of increases for promotions shall not enter into the consideration of granting or not granting the promotion."* Prior to the collective bargaining agreement funding for promotion was vulnerable to budget reductions.

Promotions	Pre-contract	1995-96/1996-97	1997-98/1998-99
(Assist. to Assoc.)	\$1700	\$2700	\$3000
(Assoc. to Full)	\$1700	\$4000	\$4500
*(Assoc. Lecturer to Senior Lecturer)	0	\$1600	\$1650
*(Assoc. to Senior Associate)	0	\$1600	\$1650

*Associate faculty may now receive promotions. New faculty categories, Lecturer and Senior Lecturer, Associate and Senior Associate established by collective bargaining agreement. Lecturers, associates and coaches may receive multi-year appointments.

CWU Funding for Promotion

7. EWU Funding for Summer Research Grants Before and With the Agreement

Prior to the negotiation of the collective bargaining agreement summer research grant funding had been provided by the university in the approximate amount of \$200,000. This funding had been subsequently reduced to \$134,000. The collective bargaining agreement restores this funding to the \$200,000 level over the course of the agreement. Annual funding for faculty research and development grants is, *"awarded through a competitive university-wide faculty review process."*

CWU Funding for Summer Research Grants

8. EWU Funding for Faculty Development Before and With the UFE, AFT/NEA Agreement

Prior to the negotiated agreement faculty development funding was inconsistent across the institution. The new amount represented an increase in many areas, nowhere was this a reduction. The agreement secured funding and acknowledged appropriate uses. *"To support individual faculty development plans, department plans, and college plans, a minimum faculty development allocation of \$900 per probationary and tenured faculty member shall continue to be allocated annually to each college/university library. All probationary and tenured faculty members shall be eligible to apply for these funds... Faculty development funds may be used for a variety of purposes, including but not limited to, travel to collections, attendance at national conferences, purchase of software or equipment, etc."*

CWU Funding for Faculty Development

9. EWU Productivity Salary Increases Before and With the Collective Bargaining Agreement

The collective bargaining agreement provides for salary increases based on increased productivity. Productivity salary increases are linked directly to enrollment growth. *"A 2% increase in FTES from a fall to fall count will generate a .75% increase. Each additional 2% increase (or fraction thereof) in fall to fall FTES enrollments will generate an additional 1% increase or fraction thereof."* Prior to the agreement no such plan existed.

CWU Productivity Salary Increases

Analysis and Comparison of Non-Economic Items

1. Academic Freedom in the UFE, AFT/NEA Collective Bargaining Agreement

Like previous university policy the collective bargaining agreement incorporates the 1940 AAUP Statement of Principles on Academic Freedom and Tenure. This is significant, in that, disputes arising from academic freedom provisions are, thus, subject to the internal dispute resolution procedure. The collective bargaining agreement language serves as a reaffirmation of the university's commitment to the fundamental principles of academic freedom and tenure. In an era witnessing renewed attacks on tenure this becomes increasingly vital.

CWU Academic Freedom and Tenure Provisions

2. EWU Faculty Workload in the UFE, AFT/NEA Collective Bargaining Agreement

The UFE collective bargaining agreement defines the average teaching load as thirty-six teaching units. More importantly, the agreement provides that any changes of regulations governing faculty teaching loads *"be considered by the UFE and Academic Senate."* Further, *"faculty teaching load is subject to annual review and negotiations over changes by the Faculty Senate and UFE as appropriate."* This is an area that illustrates the continued involvement of the faculty senate in shared governance. Recently, the union and senate formed a joint task force to cooperatively consider a workload study prepared by the administration. The union and senate have expressed a commitment to work together, when appropriate, in the interests of faculty and the efficient operation of the university.

CWU Faculty Workload

CWU faculty currently lack the right to negotiate changes in faculty workload parameters. Although the faculty senate clearly has a vital role in discussions on workload, the senate is effectively limited to recommendations to the administration.

3. Organizational Structure and Shared Responsibility in the UFE, AFT/NEA Agreement

The collective bargaining agreement addresses the rapid pace of change inherent in the efficient operation of the institution. The agreement states, *"the university organizational structure and mechanisms are in a process of continuing negotiation and adaptation, responding to the emerging or changing conditions affecting the university's mission and activities....overly complex and restrictive organizational arrangements or procedures will be avoided. Institution-wide policies governing instruction and personnel will therefore be broad-gauged and generally applicable to all instructional units and will be drafted in such a manner as to provide reasonable flexibility for the academic sub-units charged with operation under them."* This structural philosophy is manifest in an expressed contractual commitment to shared responsibility. *"In formulating all university policies, procedures and structures the assumption is made that the faculty member is highly professional in the faculty member's area of expertise. Thus it is further assumed that the faculty member is capable of making individual, as well as collective, decisions with fellow professionals concerning matters of instruction, professional conduct and conditions of professional employment and reward."*

Therefore, the academic administration of the university shall be based upon the principle of shared responsibility in governance....Definitive statements of administrative responsibility and accountability at all levels will be prepared and adopted." Colleges and departments will prepare plans formulating goals and facilitating decisions regarding the use of resources to accomplish these goals. Individual faculty development plans for probationary faculty will be prepared based on departmental needs and planning. Individual career development plans for tenured faculty will *"focus on continued professional growth of the faculty member and the desired future contributions to the member's academic unit."* These plans are *"for goal setting purposes and remains with the department with the dean receiving a copy for informational purposes only. Every five years each faculty member will participate in a regular career support peer review of their career development plan. The sole purpose of this review is to provide a positive and systematic procedure for faculty development in the context of the department plan....Career-support peer review shall not be used in making promotion, disciplinary or dismissal decisions."*

CWU Organizational Structure and Shared Responsibility

4. UFE Participation in Budget Process

5. Retention, Tenure and Promotion in the UFE Collective Bargaining Agreement

The collective bargaining agreement provides improvements in retention, tenure and promotion procedures. Procedures clearly define parameters, faculty and provost roles. Primary responsibility is vested in faculty at the department and college levels and *"builds the presumption that these levels represent the primary levels of expertise on these issues."* As noted above, probationary faculty receive individual faculty development plans based on departmental needs and planning. Plans define expectations for retention and tenure. *"Each faculty member at the time of appointment will be informed of the performance expectations and criteria for performance for retention, tenure, and promotion."* Criteria for promotion places a greater emphasis on teaching effectiveness than any other single criterion. The agreement embodies fair and equitable treatment in new procedures for retention, tenure and promotion. The most notable change relates to the provost's role, *"if there is agreement at every level prior to the provost, it is expected that the provost will forward that recommendation to the president who then will make a recommendation to the board of trustees,"* and *"when there is concurrence at all previous levels, the presumption is that the provost will not reverse the recommendations unless there is a serious question about the procedure and/or process followed...."* (See also funding for promotion and faculty development, above.)

6. Support for Research, Development, and Institutional Enhancement Including Library in the UFE Collective Bargaining Agreement

"University support for the enhancement of instruction and research benefits the entire university community because it promotes accomplishment of the university's instructional mission. Support for enhancement of instruction and research is also important to individual faculty members, who must meet the requirements for retention, tenure, and promotion identified in their faculty development plans." To this end, individual, department and college plans will identify support needs for teaching and research. *"The university shall undertake to inventory all available university resources for support and development of teaching and research."* Financial support is applied in the form of faculty development allocations, summer research grants (see economic items, above) and support for the university library. *"Throughout the period covered by the contract, the university library shall not absorb a disproportionate share of any or all-university cuts; if additional funds should become available, the library will*

share proportionately in them. Also, as an all-university utility, the library will receive a minimum of 5% of total university grant indirects."

CWU Support for Research, Development, and Institutional Enhancement Including Library

7. EWU Dispute Resolution Before and With the Collective Bargaining Agreement

Unlike previous university policy the collective bargaining agreement provides a faculty grievance procedure culminating in binding arbitration as the final step in the dispute resolution process. In the event the parties are unable to resolve a dispute, binding arbitration may be requested by the union. This process utilizes a neutral third-party arbitrator mutually selected by the union and administration to impartially resolve the dispute. The agreement establishes appropriate timelines and procedures for the resolution of disputes. The union and administration share an expressed commitment to *"prompt and fair resolution of disputes"* and *"are committed to resolve disputes at the initial point of conflict."* The dispute resolution process contains further evidence of this commitment in the form of a unique co-mediation option discussed in detail below. The grievance procedure/arbitration is a direct result of collective bargaining. No similar process utilizing arbitration currently exists at CWU.

Recent disputes resolved through the new grievance procedure include:

- ◆ Dispute regarding manner in which administration investigated student complaint against faculty member. Lack of university procedures regarding proper handling of complaints and investigations. UFE representation to address harm to faculty member resulting from lack of procedural due process. Resolution: establishment of committee to begin development of appropriate procedures. UFE participation on committee. Multi-sided litigation between faculty member, student, and the university avoided by union involvement.
- ◆ Dispute regarding payment of salary equity adjustment IOU for faculty members earning over \$45,000. UFE representation resulting in proper payment of equity IOU for two faculty members.
- ◆ Pre-agreement dispute regarding provost's denial of promotion for two faculty members. Case voluntarily sent to arbitration at union request, pending culmination of collective bargaining. Arbitrator rules emphatically in favor of union and recommends promotion. Board of Trustees adheres to arbitrator's findings and promotes both faculty members to full professor.
- ◆ Dispute regarding length of contracts for some coaches. Collective bargaining agreement provides for multi-year contracts in some instances. UFE representation resulting in appropriate multi-year contract for coaches.

8. Co-mediation as a Dispute Resolution Process in the Collective Bargaining Agreement

The UFE has negotiated a unique dispute resolution option called co-mediation. Co-mediation is a voluntary dispute resolution process that may be requested by either party to a dispute (as defined in the collective bargaining agreement) as provided by the negotiated grievance procedure. The process entails one faculty member and one administrator serving jointly as mediators for the parties involved in a dispute. Mediators assist the parties in confidential efforts to resolve disputes. If co-mediation fails to produce an acceptable result, faculty may proceed with a grievance. A total of ten faculty and ten administrators have been selected to serve as co-mediators. Those selected have received extensive training through a jointly sponsored program utilizing a third-

party mediation consultant. The co-mediation option is unique and innovative. It is an important process designed to avoid the escalation of disputes. The UFE is committed to protecting faculty rights and ensuring long-term resolution of disputes. The union and university share an expressed interest in the expansion of the co-mediation process into a university-wide center to resolve disputes among all members of the university community. Co-mediation is the direct result of the collective bargaining relationship. No similar process currently exists at CWU.

9. Labor-Management Committee

In negotiating the faculty collective bargaining agreement, the UFE and EWU agreed to establish a joint labor-management committee. This committee reflects a new dimension to shared governance resulting from union representation. The committee provides a vehicle for the union to protect faculty rights through the proper interpretation and application of the collective bargaining agreement and other policies. A team of four UFE faculty, with staff assistance, represent the union. *"The Eastern Washington University administration and the UFE are committed to continuing a process of collaboration on matters of interest to either party and resolve questions of interpretation of this Agreement....The agenda for these meetings will be jointly developed by the respective presidents...."* The committee is a direct result of the collective bargaining relationship. No similar committee or process currently exists at CWU.

Issues under consideration by the committee include:

- EWU faculty workload study;
- Current year promotion procedures (pending implementation of college and departmental development plans);
- Timeline, substance and implementation of college, departmental and individual development plans;
- Summer school as part of a normal academic year assignment;
- Definition of "year" for retiree hirebacks;
- EWU assessment plans;
- Extended sick leave for externally funded faculty positions;
- Full-time, part-time faculty ratio;
- Four year graduation guarantee;

The Application of the Collective Bargaining Agreement at EWU

The implementation of the collective bargaining agreement benefits from the labor-management committee described above. To date, every effort has been made to interpret and apply the agreement through the committee, department or college action. Disputes arising from interpretation or questions of application are similarly considered by the committee unless involving a specific grievance.

Collective bargaining has strengthened faculty governance. Union representation and collective bargaining ensure immediate input into the decision making process on matters relating to labor relations. The faculty senate can thus appropriately focus exclusively on matters of an academic nature. The UFE believes in a close and cooperative working relationship with the faculty organization and its leadership. By working together, the union and faculty organization ensure that labor relations and academic matters are given full consideration. Further, the union and faculty organization can work together on matters that appropriately benefit from joint consideration.

The UFE believes the faculty organization should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates, and other similar matters. Faculty through the UFE should have primary responsibility for determining policies and procedures to govern salary structure, pay increases, other compensation, benefit programs, calendar, working conditions, leave, protection of academic freedom, grievance procedures, and other labor relations matters. Procedures relative to appointments, tenure, promotions, sabbaticals, and research support are included in the collective bargaining agreement but may benefit from joint UFE - faculty senate consideration. Other areas of mutual interest and cooperation may include review of the university budget and making recommendations on financial issues that impact academic programs.

Conclusion

This summary is a broad outline of the terms covered in the UFE, AFT/NEA negotiated faculty collective bargaining agreement. As such, many areas have been given only a quick treatment or not mentioned. Union representation and the collective bargaining process have resulted in a new dynamic in relations between faculty and the administration. In addition to the details discussed proper regard for this relationship is essential. In the midst of serious fiscal volatility, faculty have expressed a desire to use a method of their own choosing to address issues of concern both professionally and personally. This method has provided a simultaneous opportunity to work together with the administration in a problem-solving collaborative manner to confront this very difficult climate.

If you have questions about information contained in this analysis or would like more information about the United Faculty of Central, AFT/NEA, please contact:

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